



# Special Educational Needs Information Report

September 2025 26



## **Special Educational Needs Information Report 2025-26**

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. We also support the findings of research that shows “High-quality teaching can transform pupils’ knowledge, capabilities, and beliefs about learning” (Coe et al., 2014).

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, including those on SEND Support and those with EHCPs. Some students are also at BAPA on tier 2, short term placements where they are dual rolled with their mainstream school due to their vulnerability to permanent exclusion.

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 adaptive teaching and 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 and 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 adaptive teaching and 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)
- Speech and language team
- Mencap
- Bridge Project (Drug education and support)
- Adventure Recreation
- Voluntary Sector Organisations
- Children's Social Care
- Youth Justice Service
- Breaking the Cycle

### **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

Please be aware, complaints regarding SEND are dealt with using our published Complaints 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.

### **Data relating to pupils with SEND that attend BAPA**

All pupils who attend BAPA are classed as being at SEN Support, 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 relates to Education Health Care Plan (EHCP) pupils, of which there were 47 students who were awarded an EHCP or had one carried over into 2024-25. The vast majority of these were tier 3 students, who were single rolled at BAPA following a permanent exclusion. However it does include 5 students who were tier 2, prevention placement students who were dual rolled with their mainstream school for a short term piece of work, due to their vulnerability to permanent exclusion. This is from 151 students who were on roll at BAPA during the last academic year. Of the 68 students who left BAPA in 2024 25, 23 left via the SEN process prior to Year 11; 16 went to mainstream schools, 7 to specialist provision. Of the 22 students that left at the end of Year 11, 8 had an EHCP.

The 47 students on roll at BAPA with an EHCP is an increase from the 34 students in the previous academic year.

BAPA has worked closely with the local authority to transition the APST, to a local authority offer which supports in providing alternatives to permanent exclusion and fast tracks the identification and assessment of learning needs for students vulnerable to permanent exclusion. The taskforce is led and co-ordinated by BAPA, has grown from 6 to 22 members and now works with 40% of the resource deployed in tier 1 (in mainstream school) and 60% in tiers 2 and 3.

### **Education Health Care Plans**

Of our Year 11 students that completed the year with BAPA; 8 students had EHCPs that will transition to their next destination. 5 of these were submitted during Year 11 by BAPA, that became a final plan once their Y12 destination was added to the draft, 2 were tier 2 students who had an EHCP with their main school named and 1 was tier 2 who underwent EHCA whilst at BAPA. 75% of the students achieved qualifications in English and Maths. Of the two that didn't one of those achieved a Maths GCSE, but not English. This was a tier 2 student who had been permanently excluded twice in Year 11, and had it rescinded both times when a tier 2 place was offered at BAPA. The other student was a very complex case who was permanently excluded whilst under assessment for his EHCP. He didn't attend any lessons at BAPA, despite significant outreach support. He sat some exams, but not all of them and therefore did not achieve any qualifications.

The summary of attainment of GCSEs for these students compared to the Year 11 cohort as a whole is below:

	<b>EHCPs</b>	<b>Whole academy</b>
<b>Grade 4 or above in English</b>	0%	8%
<b>Grade 4 or above in Maths</b>	0%	12%
<b>Grade 4 or above in En &amp; Ma</b>	0%	4%
<b>Qualifications in English and Maths</b>	75%	88%

The table below highlights the internal academic data for pupils who attended BAPA with an EHCP during the 2024-25 academic year. These are pupils who were with us in this academic year and were assessed a minimum of twice:

### English

<b>Students with an EHCP</b>			<b>Whole academy</b>		
<b>Below expected progress</b>	<b>As expected progress</b>	<b>Above expected progress</b>	<b>Below expected progress</b>	<b>As expected progress</b>	<b>Above expected progress</b>
17%	82%	1%	24%	73%	0.01%

### Maths

<b>Students with an EHCP</b>			<b>Whole academy</b>		
<b>Below expected progress</b>	<b>As expected progress</b>	<b>Above expected progress</b>	<b>Below expected progress</b>	<b>As expected progress</b>	<b>Above expected progress</b>
14%	86%	0%	13%	87%	0.01%

All students who were identified as being Below Expected Progress will have a support plan in place with agreed targets to help support them in their next unit of work. When a student has been awarded a draft EHCP, the usual process is that the local authority will undergo no more than 2 rounds of consultations before identifying and naming a school on the EHCP. A period of transition is then agreed to support the student with the move to their next provision. It is often the case that if the process of identifying their next provision takes longer than it should, this can often disrupt the learning as the students become dysregulated due to the uncertainty.

The progress in reading, spelling and comprehension, during an average 6 month assessment period, for EHCP pupils is highlighted in the table below:

	<b>Students with an EHCP</b>		<b>Whole Academy</b>	
	<b>6 months +</b>	<b>12 months +</b>	<b>6 months +</b>	<b>12 months +</b>
Reading	77%	63%	76%	67%
Spelling	23%	20%	35%	31%
Comp.	47%	33%	56%	45%

*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 2024-25 academic year:

<b>Attendance</b>	
<b>EHCP</b>	<b>Whole Academy</b>
56.5%	63.5%
<b>Improvement since permanent exclusion:</b>	
10.5%	12.2%

The EHCP data highlights that this cohort make progress that is slightly below the whole school cohort for the last academic year in terms of their WRAT scores, however a slightly higher percentage are making at least expected progress. Where students are below expected progress a support plan is put in place to identify areas for support ahead of the next unit of work. Although there are more students identified as below expected progress, some of these students had significant unidentified needs prior to coming to BAPA that significantly impacted on attendance and engagement. Where appropriate the work of the APST was able to support in the identification and assessment of need and also safeguarding these students. Attendance for EHCP students is below that of the whole school cohort, as is the improvement since permanent exclusion. It should be noted that, due to the small data set, the statistical reliability is impacted. Previous years have seen this cohort attend and make progress in line or above the whole academy cohort. The current cohort are being monitored to ensure there is not a pattern emerging. Two students with very complex needs had a significant impact on the attendance figures, refusing to engage with BAPA for prolonged periods of time, following their transition to our sites. One of these students was following a permanent exclusion, the other was a prevention placement to avoid a permanent exclusion. The latter student engaged with our home engagement and Bungalow teams, however this significantly impacted on his attendance.

**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.

R Bottomley Headteacher