



Immanuel College

SEND Information Report

This report describes the support that we can provide for our students with SEND.

Our **SEND policy** can be found at [Immanuel College - SEND](#)

The **Local Offer** from Bradford Local Education Authority can be found at:

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

Date: November 2025

Review Date: November 2026

Immanuel College

Immanuel College is founded on a Christian ethos with a strong aim of working cohesively in the best interests of our students. This is reflected in our vision:

"A whole school - a family of students, teachers, parents, carers, governors and the Church that puts our students' academic and personal development at the heart of all we do."

We aim to ensure that all students, including those with special educational needs, are properly supported so that they can play a full and active role in school life, achieve their academic potential, and make a successful transition into adulthood.



SEND Team Contact Information

- Mrs A Whittle (SENDCO)
- Miss R Pickles (Deputy SENDCO)-
- Mrs C Tran (SEND Administration Assistant)
- Mr J Patterson (Deputy Head/Line Manager for SEND)
- **Tel:** 01274 425900
- **Email:** SENDteam@immanuel.bdat-academies.org

Please note, we require at least 5 working days' notice for any meeting requests and any general queries (none SEND related) should be directed to your son/daughters form tutor or head of year by calling 01274425900.

Introduction

Immanuel College is a **mainstream setting** and we do not have a SEND resourced provision (RP). Students with SEND are supported within the mainstream environment and we follow the SEND Code of Practice (2015) that names four broad areas of needs. We support students with a range of SEN needs such as:

1. **Communication and Interaction:** Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. Students with Autistic Spectrum Conditions (ASC) often have difficulties with social interaction.
2. **Cognition and Learning:** This includes Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SPLD). Specific Learning Difficulties are included in this category, including dyslexia, dyspraxia and dyscalculia.
3. **Social Emotional and Mental Health (SEMH):** May include underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Disruptive behaviour alone does not necessarily indicate SEN.
4. **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties include vision impairment (VI), Hearing impairment (HI) or a multi-sensory impairment (MSI) and will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment. Please refer to page 13 of this report and our 'Accessibility Policy' on the school website for more information.

If a child has an Education, Health and Care Plan (EHCP), the local education authority will consult Immanuel College as to whether we are able to meet a child's individual needs and a formal consultation process will take place, led by the LEA.

At Immanuel College endeavour to offer an individually assessed provision in a **mainstream setting** for students with any of the above identified needs. Students with SEND are assessed using the Bradford Matrix of Need:

1. **Below ARE (aged related expectations)**- The students needs will be able to be met through Quality First Teaching (QFT), personalisation and differentiation within the classroom.
2. **SEND Support** – The provision may include some additional intervention from inside the school. The provision may also include some additional intervention from specialist support from outside agencies. All students on SEND support will have a pupil passport which details personalisation and adaptive teaching strategies to support their needs in the classroom
3. **EHCP** – These students will have an Education, Health and Care Plan (EHCP) in place from the Local Authority to identify their individual needs. The school will review their provision regularly (e.g. via annual reviews) and there will be a targeted approach towards meeting their needs.

Further information relating to the Bradford Matrix of need can be found at [Bradford Matrix of Need | Bradford Schools Online](#)

Transition: How do we identify and assess the needs of students with SEND before they come to Immanuel College?

- During the summer term the Transition Team (including the SEND Team) meet with all of the feeder primary schools.
- We meet with all the year 6 teachers, SENCOs and other relevant staff within our feeder primary schools, identifying and gathering pastoral, academic information and SEND information to understand each child's individual needs.
- We invite all parents/carers to a Parents' Transition Evening at the start of July where they can meet their son/daughters form tutor, key staff from the pastoral and SEND Team.
- At the beginning of July all year 6 students attend a transition day at Immanuel College. Some students make additional visits prior to this, to support their transition needs and these are arranged with Immanuel, by the primary schools.
- Members of Immanuel staff including the pastoral team, SEND Team and Learning Mentors work together to collate all the information about each child, assess their needs and make plans for their transition to Immanuel and any support that they will need prior to starting at Immanuel College.
- Outside agencies and other involved professionals should also provide us with information about individual students (as appropriate). Parents/cares are also encouraged to share reports and diagnosis with the SEND team during transition.
- Further information regarding transition can be found on the school website using this link [Immanuel College - Year 6 Transition](#)

How do we identify our students with SEND at Immanuel College?

Students who are not on the SEND register but require additional support (additional to quality first teaching) are added to the SEND monitoring register (this does not mean they are on the SEND register) and we work in partnership with parents to discuss and plan the special educational provision for a child. We identify students with SEND from:

- Primary school information, entry data, reading tests, baseline assessments and teachers highlight and refer any difficulties that students may have to the SEND team.
- We work with a range of outside agencies to identify the needs of students such as SALTs, CAMHS, School Nurses, SCIL Team.
- The SEND team regularly work with subject teachers and progress leaders to analyse student data to identify any patterns or subjects where students may not be making the expected progress and work with the individual faculties to form specific intervention plans.
- Parents/carers can contact school about any concerns relating to their son/daughter and their SEN by using the contact information below.
- If parents/carers wish to make an appointment with a member of the SEND Team to discuss their concerns relating to SEND they can contact Mrs C. Tran (SEND Administrative Assistant) on the main school number or email SENDteam@immanuel.bdat-academies.org. Please note, any general queries (none SEND related) should be directed to your son/daughters form tutor or head of year by calling 01274425900.

How do we identify and assess the needs of students with SEND before they

come to Immanuel College?

- Entry level data is gathered at the start of year 7 for every student and every student's progress is assessed formally at three points in the year. We measure the progress of individual students towards ambitious targets.
- Where students are not seen to be making the required progress, interventions and personalisation/differentiation will be put into place within teaching and learning.
- Students discuss their progress and assessment data with their tutor, SENCO and subject staff.
- Parents are informed regularly about their child's progress via the sharing of assessment data and yearly reports.

Education, Health and Care Plans (EHCP)

- Some students require additional support, and an Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans are issued by the Local Authority, and they identify educational, health and social care needs and set out the additional support to meet those needs. Immanuel College can only make an EHCA request if there is enough evidence to support an application and after following two APDR cycles of the graduated approach (assess, plan, do review). Any professional working with students such as paediatricians, social workers and other health care professionals can make an EHCA request if they feel appropriate. Parents can also make an application for an EHCP.

How do I make a parental request for an EHCP?

- Parents/carers or a young person above the age of 16, are also entitled to make a request for an EHC statutory assessment (EHCA) themselves and SENDIAS can provide guidance and support on this process. More information regarding EHCA's and EHC plans can be found at: [Special Educational Needs and Disability \(SEND\) Specialist Assessment and Support Service | Bradford Council](#)

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- **How do we evaluate the effectiveness of our provision for students with SEND?**

- The progress of students with SEND is the responsibility of the class teacher and is monitored at three points throughout the year by the classteacher, Progress Leaders and Heads of Faculty.
- Class teachers, Progress Leaders, Heads of Faculty and the KS3/KS4 outcomes team intervene with any students who are not making require progress. The SEND teamwork alongside these members of staff to assess if additional intervention is required.
- Senior leaders (SLT) and governors monitor the progress of students with SEND.
- We follow the SEN code of practice (2015) gradated approach of assess, plan, do and review to evaluate the impact of intervention programs. [SEND Code of Practice January 2015.pdf](#)



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

All parents are informed regularly about their child's progress at **three points** during the school year:

1. **Parents/Carers evening;** at this meeting parents are able to talk to each subject teacher about their child's individual progress. The SENCO, Head of House and a member of the Senior Leadership Team also attend parents' evening.
 2. **Written report** – each subject teacher, the tutor and a member of the Senior Leadership Team contribute to the report. Parents/Carers are asked to respond to the report. Progress data is included on the written report.
 3. **Data sheet** – Parents/Carers are provided with data on their child's progress in each subject at parents' evening and once more in the year (via the student planner).
- Parents/Carers of students with SEND have the opportunity to have additional discussions in school about their child's provision and they can request a meeting with a member of the SEND team at different points in the year in addition to above.
 - If parents wish to meet with a member of the SEND Team at parents evening, they can contact Mrs Tran on the main school number to make an appointment or by emailing SENDteam@immanuel.bdat-academies.org.
 - Discussions referring to a particular subject should be directed to the subject teacher or Head of Faculty in the first instance.
 - Immanuel College will contact parents/carers via text, email, letter, or phone to let them know about school events that their child may be involved in, important information, to celebrate success or to discuss concerns they may have. Parents are responsible for letting school know if their contact details change at any point.
 - Parents/Carers can contact relevant members of staff in school if they wish to discuss their child (e.g. form tutor, head of year, SLOs or subject teachers) via the main office.

How do we involve students in their education?

- In school, all students have target grades for each subject. Students know these targets and are able to discuss them with their subject teachers and form tutor on a regular basis.
- Students are encouraged to respond to the personalised feedback from their teachers within lessons.
- All students have the chance to participate in the review of the school improvement plan each year.
- We encourage pupil voice and person-centred planning (PCP). All Students with SEND are encouraged to contribute to the information given to staff to support their learning and differentiation and personalisation support within the classroom.
- Weekly discussions and activities during form time and within lessons are in place to aid students in their approach to work and we teach them PCH principles; perseverance, character and hope to which they receive reward points for demonstrating these values.

How do we support your child as they move into other phases of education?

- All students follow a careers pathway as part of the PSHCE programme.
- Students transitioning from Year 9 to Year 10 are offered a curriculum pathway suited to their ability. They will be invited to a pathway meeting at the end of year 9 to discuss their pathway for KS4. The pathways enable students to be challenged as well as to be successful. Within the pathways students can select subjects that they would like to follow.
- In Year 10 and Year 11 students experience 'taster days' in which they can experience Post 16 courses.
- The Careers Advisor from Bradford Connexions meets with all students in year 11 and 13 to discuss their career and further education preferences.
- Year 11 parents/carers and students are encouraged to attend Post 16 Open Evenings at Immanuel College and other Post 16 provisions/Colleges.
- Year 12 and Year 13 students are supported in their applications for University, jobs and apprenticeships. Parents/carers and students are encouraged to arrange visits to University open days, to research university courses through the UCAS website and to research apprenticeship vacancies. For further information relating to Post 16 please email office@immanuel.bdat-academies.org for the attention of Post 16.

How do we adapt our teaching to support the learning of students with SEND?

- Students with SEND are added to the SEND register. All staff have access to this, and this details the students' needs so that teachers can differentiate their lessons and apply personalization strategies to support the students to make progress in their classes.
- All teachers implement scaffolding, adaptive and quality first teaching (QFT) strategies within lessons.
- Learning Support Assistants (LSAs) support some students in lessons (as per the matrix of need).
- Learning Mentors support some students with their additional learning needs outside of the classroom (as felt appropriate).
- The Learning Oasis provides students with intervention to support their literacy needs and we also offer interim small group intervention programmes within 'The Skills Development Centre (SDC) at KS3 ' or 'The Learning Development Centre' (LDC) at KS4 via a hybrid model. These interventions aim to promote positive well-being, foster self-regulation, build resilience, and improve focus in the classroom—supporting student's confidence and academic progress within a mainstream environment.
- All staff implement 'Growth Mindset principles'- we teach/discuss resilience, independence, problem solving and effort alongside perseverance, character and hope within all elements of school life.

How do we adapt the curriculum and the learning environment for students with SEND?

All students at Immanuel College follow a broad and balanced curriculum. Students with SEND follow the same curriculum as all other students, although some students may need to access additional provision as per below:

- **Literacy Intervention-** These targeted interventions are put in place for those students who require additional literacy/reading intervention. These take place within our Learning Oasis and are delivered in a small group on an interim basis. We follow a graduated approach of assess, plan do and review, by We regularly assess the students' progress within this targeted intervention by undertaking GORT scores.
- **SEMH Skills Development Centre (KS3) and the Learning Development Centre (KS4)-** these internal intervention programmes provide an internal and alternative learning environment for students offering individual and small group support and intervention on a hybrid and interim basis.
- Further emotional regulation intervention is provided through our Learning Mentors and “Zones of Regulation”, “Lego Therapy” and “Talking Teens” intervention programmes.

Accessibility: How do we support students with complex medical needs and/or a disability?

The Equality Act (2014) requires schools and Local Authorities to make **reasonable adjustments** to ensure that disabled students are not at a substantial disadvantage and enable students to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled students in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress. Immanuel College is a mainstream setting, and we do not have an 'Additional Resourced Centre' (ARC) for students with visual or hearing impairments. However, our aim is to ensure that during their time at Immanuel College, all children, including those with a disability, are fully supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential and make a successful transition to adulthood without being treated less favourably than other students. Students with a disability/medical need access mainstream lessons and we act upon the advice and guidance from medical/health care professionals and diagnostic assessments to implement reasonable adjustments and support these students in order to meet their needs.

Students are provided with provision (as appropriate to meet their needs) such as:

- **Access to lifts**
- **Access to transition/early exit passes**
- **Access to coloured paper/overlays**
- **Access to required specialist equipment (as directed by medical/health care and other professionals)**
- **Exam Access Arrangements (following JCQ exam access regulations)**

We also work in partnership with the following organisations within the Local Education Authority to access recommendations and implement reasonable adjustments:

- **Low Incidents Team and Sensory Service for those students with physical and medical conditions**
- **Multi-Sensory Impairment Specialist Service**
- **Hearing and Visual Impairment Team**

Students with complex medical needs have a medical risk assessment/care plan that is written in collaboration with medical/health care professionals. All staff have access to these so that they understand the medical needs of the students, what arrangements are in place to administer medication/undertake appropriate care as well as how to support the students within teaching and learning.

What expertise and training do Immanuel College Staff have in order to support students with SEND?

- All members of the SEND team have a wealth of experience in working with students who have SEND needs. Both our SENCO and Deputy SENCO are fully qualified and experienced teacher (QTS) and hold the Post-Graduate National Award for Special Educational Needs Coordination (NASENCO) qualification.
- All staff at Immanuel continue to follow a professional development programme in school that includes training on a variety of SEND issues. These sessions are run by the SEND team and professionals from outside school (e.g. Virtual School and SCIL Team).
- All staff have access to the students “pupil passport” which details the reasonable adjustments, personalisation and adaptive teaching requirements that need to be implemented to meet the student’s SEND needs.
- New staff receive induction training from the SEND Team and SEND focused CPD.
- Staff can contact the SEND team at any time to receive additional support or advice to support students with SEND.
- The SENCO attends regular SENCO network meetings with other SENCOs in Bradford to share and discuss good practice.
- Where we feel specialist expertise will be beneficial to a student or group of students (after following the graduated approach), we will refer to the appropriate agency such as the local authority and specialist teachers from the 0-25 Specialist Teaching and Support Services, SCIL Team and Educational Psychology. More information can be found at <https://bso.bradford.gov.uk/Schools/Home.aspx>

How do students with SEND engage with students without SEND?

- We are an inclusive school and our students with SEND follow a broad and balanced curriculum and attend lessons alongside other students, within the mainstream environment.
- At break and lunchtime, students meet with friends to socialise whatever their learning needs. Some students have access to 'The Zone' a smaller, nurturing provision for social times.
- All students are invited to engage in a range of extra-curricular activities and trips. Extra-curricular activities give opportunities for all students to socialise and learn together. All extra-curricular timetables are available on the main school website.

How do we provide emotional and social development for students?

Immanuel College has a strong Christian ethos and supporting our students is a key strength of the school. Our SIAMS report (Statutory inspection of Anglican and Methodist schools) stated “The distinctiveness and effectiveness of Immanuel College as a Church of England school are outstanding.”

Immanuel College prides itself that students have a member of staff that they can talk to if they have any concerns. These may come from the specialist list of staff below or any adult in school:

- Form Tutor
- Subject Teachers
- Learning Mentors
- Learning Support Assistants
- Assistant Head of House (AHOH)
- Head of Year (HOY)
- Pastoral Managers (PM)
- Chaplaincy Team
- Youth Workers
- Mental Health Team/Champions
- SENCO/Deputy SENCO/HLTA
- Safeguarding Team
- School Nurse
- External Support Services

How do we provide emotional and social development for students?

- Our students know that any incidents of bullying will be treated seriously and can be reported to any member of staff in school.
- Our students know that they can speak to any member of staff regarding an issue, and we have a policy where students can sign up at student reception to request to speak with a specific member of staff.
- PSHCE lessons take place in tutor time. Further information regarding PSHCE can be accessed by contacting the main office.
- All students attend and present assemblies and take part in collective worship with their tutor groups.
- The Growth Mindset programme, followed by all staff and students contributes to each students' emotional and social development.
- Many of our students attend our "Talking Teens" programme which is a social intervention programme using strategies and training provided by the SCIL Team (Social, Communication, Interaction and Learning Team).
- The 'Positivity Pod' is a small group intervention programme aimed at supporting students' wellbeing, emotional literacy, and confidence. This designed to be an enjoyable and safe space where students can share experiences, reflect on their feelings, and develop practical tools that will help them both in school and beyond.

How does Immanuel College involve professionals from outside the school?

Immanuel College works closely with a range of professionals from the Local Authority, Education and Health and Social Care. They include:

- 0-25 Specialist Teaching and Support Services (SCIL Team)
- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS) *
- Children's Social Care (CSC)
- Youth Workers
- Educational Psychology (EP)

****Please note, parental requests regarding referrals to CAMHS for ADHD or ASD assessments can only be made by the school if there is concise evidence of traits both within school and at home. Upon receiving the appropriate parental forms, the school would need to conduct a monitoring and evidence gathering process (over-time) to assess if there is adequate evidence to support and referral and we aim to do this within 6-10 weeks. Referrals cannot be made by the school if there is no evidence of needs/issues within the school setting and we cannot make referrals solely based upon parental request and evidence at home.**

Support and Useful Contacts

- **School Nursing Team-** 01274 221203
- **SENDIAS-** This organisation offers free, impartial information and advice on matters relating to special educational needs and disability:
Telephone: 01274 513300
Website: <https://b.barnardos.org.uk/bradford-sendiass/contact-us-bradford.htm>
- **The Parent's Forum-** Support and guidance for parents and carers of children and young people with additional needs. Further information can be found using the contact details below:
Telephone: 01274 39739
Email: info@pfba.org.uk
- **AWARE-** a parent run group supporting families with children and young adults on the autistic spectrum (formal diagnosis not required).
Telephone: 01535 661275
Email: info@aware-uk.org
- **Barnardo's-** 01274 481183
- **The Family Fund-** 01904 550055
- **Disability Advice Bureau-** 01274 594173
- **Childrens Community Support Team (C.C.S.T)-** [Children's Community Support Team \(C.C.S.T\) | Skills 4 Bradford](#)
- **Early Help-** Early Help is the support provided for children, young people and their families to respond when difficulties emerge or to stop problems developing in the future.
Telephone: 0800 953 0966
Website: [What is Early Help | Bradford Council](#)

Parent/carer support - [Immanuel College - Parent Support Resources](#)

External Mental Health, Wellbeing and Help- [Immanuel College - External Mental Health, Wellbeing and Help](#)

Complaints Procedure

- General queries and concerns that are **not SEND related** should be referred to your son/daughters Head of year in the first instance. Please contact the main office on 0127425900 or email office@immanuel.bdat-academies.org to speak to the relevant member of staff.
- Any major concerns or complaints regarding the provision for students with SEND should be directed to the SENCO by either emailing sendteam@immanuel.bdat-academies.org or by telephoning 01274425900.
- For formal complaints, the procedures of the academy's Complaint Policy should be followed. This is found on the Academy website www.immanuelcollege.net and by contacting the Head Teachers PA (Miss L Knights) on the main school number or by emailing office@immanuel.bdat-academies.org

Key Terminology

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactivity Disorder

ASD: Autism Spectrum Disorder

CAMHS: Child and Adolescent Mental Health Services
C&L: Cognition and Learning
CCG: Clinical Commissioning Groups
EHCA: Education, Health & Care Assessment
EHCP: Education, Health & Care Plan
EP: Educational Psychologist
HI: Hearing Impairment
IEP: Individual Education Plan
LA: Local Authority
LSA: Learning Support Assistant
MLD: Moderate Learning Difficulty
MSI: Multi-Sensory Impairment
OT: Occupational Therapy/Therapist
PD: Physical Disability
PMLD: Profound and Multiple Learning Difficulties
PR: Parental Responsibility
PT: Physiotherapy/Physiotherapist
QFT: Quality first teaching as per teaching standards and SEN code of practice
SALT/SLT: Speech & Language Therapy/Therapist
SEMH: Social, Emotional and Mental Health
SEN: Special Educational Needs
SEND Special Educational Needs and Disabilities
SENDCo: Special Educational Needs & Disabilities Co-ordinator
SLCN: Speech, Language & Communication Needs
SLD: Severe Learning Difficulties
SPLD: Specific Learning Difficulties
TAC: Team around the child
VI: Visual Impairment