

Bridge Hall Primary School

SEN Information Report

At Bridge Hall Primary School, we strive to support **all** pupils to enable them to achieve the very best that they can at school. All our pupils receive quality first teaching. This means that a range of teaching and learning approaches are used and that appropriate learning objectives are set for all pupils with a curriculum matched to their needs.

All our classes are supported by teaching assistants and pupils are also offered small group work or catch up programmes if needed. Some pupils are supported to develop their social skills or to improve their emotional well-being through work with our Pastoral Team and/or other professionals.

The progress and attainment of every pupil is reviewed every half term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. You will be informed about your children's general progress through Parent's Evenings that take place twice a year and through a detailed written report and an open evening at the end of the year.

If your child continues to have difficulty after interventions or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs. You may have concerns about your child and feel that they need additional help. This leaflet has been designed to inform you of the types of support available for your child at Bridge Hall Primary School. It will give you information on who can help and how this support can be accessed.

In order to make our offer for Bridge Hall Primary School accessible and user friendly, we have structured the information around a set of Frequently Asked Questions.

1. How does the school know when a child needs extra help?

At Bridge Hall Primary School, children are identified as having SEN through the following ways:

- Admissions information provided by parents and previous schools and settings.
- Concerns are raised by the parents/carers, teachers or the child.
- Ongoing marking and assessment by the class teacher identifying lack of progress or concerns in certain areas of the curriculum or through our language and motor skills assessments.
- Observations by staff in school identifying barriers to learning, including social/behavioural concerns including changes of behaviour, speech and language concerns or difficulties with motor skills.
- Information provided by external agencies including health diagnosis through paediatrician, speech and language assessments or through Early Help and Prevention teams that offer support to families.

2. What should I do if I think that my child may have Special Educational Needs?

- Speak to your child's class teacher. They are normally available after school for informal conversations but can make a longer appointment with you at a time that is mutually convenient.

- If you have further concerns, contact Mrs Sinclair (SENCO and Deputy Head Teacher), Mrs Henderson (Deputy Head Teacher) or Mrs Jamieson (Head Teacher). Appointments can be made through Mrs Ryan or Miss Clarke in the office (Telephone number: 0161 480 7889).
- In some cases, an EHA (Early Help Assessment) will be completed with the parents/carers to get a fuller picture of your child's needs and to prioritise their needs. The EHA assessment can then be used, with parental permission, to refer to outside agencies like speech and language so that a more specialised assessment can be completed. In some cases, if several barriers to a child's learning are identified, then a TAC (Team around the Child) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help your child.

3. How will Bridge Hall Primary School support my child?

- Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as phonics, numeracy, literacy, speech and language, social skills development or motor skills, then the pupil will be placed in a small intervention group. This will be run by the class teacher, a specialist teacher or one of our teaching assistants. The length of time of the interventions will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to check the effectiveness of the provision and to inform future planning for the pupil. These interventions are recorded in the pupil's record file and may be recorded on Insight (this is an electronic record relating to each pupil).
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team and SENCO to discuss the progress of all the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- The class teacher will meet with you at Parents'/Carers' evening in the Autumn and Spring Term and is available to meet with you following end of year reports. The class teacher and SENCO are available to meet you to discuss ongoing concerns and to update you on progress with interventions.
- Occasionally a pupil may need more specialist support from an outside agency such as Speech and Language Service, Occupational Therapy service, Educational Psychologist, Inclusion Service or Primary Jigsaw. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. This could include additional advice for the class teacher or more specialised one-to-one support within school, including additional one to one support from a teaching assistant to support your child in class.
- Our SENCO oversees all support and progress of any child requiring additional support.
- The governors of Bridge Hall Primary School are responsible for to monitor SEN and Safeguarding and Child Protection procedures. The responsibility of the governors is to provide both support and challenge to the head teacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The governors

monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

4. How will the curriculum be matched to my child's needs?

- When a pupil has been identified with SEN, their work will be adapted by the class teacher to enable them to access the curriculum more easily. For some children with significant additional needs, this could include a personalised timetable to accommodate additional interventions that they need.
- Teaching assistants may be allocated to work with the pupil in a one to one or small interventions group to target more specific needs.
- If a pupil has an Education, Health and Social Care needs plan (EHC plan) targets will be set according to their area of need. These will be discussed with parents/carers and the pupil. The targets will be monitored by the class teacher and reviewed during the year with parents and the pupil and assessed by the local authority.
- If appropriate, specialist equipment may be arranged for the pupil to aid their learning eg, pencil grips, easy to use scissors, specialist seating or cushions.

5. How will I know how my child is doing?

- You will be able to formally discuss your child's progress at Parents Evenings but are welcome to make an appointment to speak to your child's class teacher or SENCO, whenever you have a concern.
- Your child will receive a detailed written report at the end of each academic year. In addition, all parents with children who have an EHCP will meet annually to review and update the plans.

6. How can I work with the school to support my child's learning?

- The class teacher may suggest ways of how you can support your child at home.
- You may be given specific advice to support your child's learning further during review meetings which are held to discuss progress and to set new targets for learning.
- The Class teacher and/or SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour or if they need additional support to improve their emotional health or well-being. This could include signposting you to a member of the Primary Inclusion Service or Primary Jigsaw to offer more specialist advice.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

7. What support will there be for my child's overall well-being?

Bridge Hall Primary School offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, SENCO and the Welfare Officer are readily available for pupils and their parents who wish to discuss issues and concerns.
- Lessons are planned for all year groups to support understanding of feelings and emotions, along with where to access support if needed.
- The Welfare Officer works with small groups and individual children on a variety of nurturing activities, including time for children to discuss their concerns, developing social skills with our youngest pupils, and supporting transition to secondary school for some pupils that need additional time to support a successful transition.
- Specialised support for some pupils through Primary Inclusion Service and Primary Jigsaw. This can include one to one support for a number of sessions, normally taking place within the school day, along with support and advice for parents and carers.

8. What support is there for behaviour, avoiding exclusions and increasing attendance?

- We have a positive approach to all types of behaviour management and a consistent system of rewards and consequences.
- This is understood by children and staff and followed consistently.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and pupils and are outlined on their One Page Profiles. This is reviewed on a regular basis with the class teacher, parents/carers and the pupil.
- Behaviour needs that are consistent or of a high level of concern are recorded and Parents/Carers are contacted so that school and home can work together to improve behaviour.
- Our exclusion rate is very low and is reported to governors termly. On the very rare occasion that we have made an exclusion, we have seen a long term improvement and parents/carers have ensured that this is an effective measure by supporting us. If an exclusion is not deemed successful in improving behaviour, alternative options are discussed with the Inclusion team.
- Our Welfare Officer works closely with the Education Welfare Officer to monitor lateness and attendance.
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance. This could include TAC (Team around the Child) meetings to support a family to improve their child's attendance.

9. Pupils with medical needs

- The school's Medicines in School policy is in line with guidance from the Local Authority and can be found on our website.
- Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes asthma training and has included training on the use of epipens when needed.
- If a pupil has a specific medical need, then a detailed Medical Plan is compiled with the school nurse and in consultation with parents/carers.

10. How accessible is the school environment?

- We are lucky to have moved into our new building in 2016 which has good access for people with additional needs.
- We have links with the Ethnic Diversity Service to enable us to support children with English as an Additional Language.
- The Accessibility Plan is updated with staff and governors on an annual basis.

11. How will my child be included in activities outside of the classroom including school trips?

- We believe that all children should be included in all parts of the school curriculum.
- We aim for all children to be included on school trips and will endeavour to provide the necessary support, making reasonable adjustments.
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional one to one support to enable a child to take part in a trip.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be arranged that will cover the same curriculum areas.

12. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise to help school and parents/carers to best support their child. These can include:

- GPs
- School Nurse
- Educational and Clinical Psychologists
- Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Sensory Support Service
- Physiotherapists
- Ethnic Diversity Service
- Signpost Young Carers
- Social Services
- Inclusion Service
- Neurodiversity Team
- Parent Partnership
- Primary Jigsaw (Emotional Health and Wellbeing)
- HYMS (Healthy Young Minds)

An educational psychologist is allocated to the school. He/she will normally only work with pupils who have significant additional needs. The psychologist will provide advice to both parents/carers and the school once assessments and observations have been completed.

13. What training are the staff supporting children and young people with SEND had or are having?

The majority of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties. Some support staff have received additional training on ways to support children with speech and language difficulties.

All staff receive regular training to develop their skills in addressing pupil misconceptions in maths and literacy, phonics training and training in managing pupil behaviour.

14. How will the school prepare my child for joining the school and transferring to a new school?

Many strategies are in place to enable a pupil's transition to be as smooth as possible. These include:

- We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment.
- If necessary and appropriate, we can arrange additional visits for children with specific transition needs. We are happy for parents/carers to request these.
- For transition to high school we liaise with the schools involved and arrange visits.
- Some children benefit from extra visits and we arrange Transition Meetings if necessary, for children with a higher level of need. Parents are invited to attend these.
- We have handover meetings with SEN staff from our feeder schools, and liaise with the SEN departments of other high schools as necessary to ensure that we share our in-depth knowledge of each child with SEN.
- All relevant paperwork is transferred via a safe system.

15. How are the school's resources allocated and matched to the needs of a SEN child?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The School Leadership decides on the budget for SEN in consultation with the school governors, on the basis of the needs of the children currently in the school.
- Resources are allocated, including the deployment of staff for individual pupils or groups of pupils, based upon an assessment of needs for each pupil following pupil progress meetings. This will include a discussion on children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected.
- The allocation of our budget is monitored by the governors and the Local Authority. All resources and training and support are reviewed regularly and changes made as needed.

16. How are decisions made about the type and level of support that my child will need?

- The class teacher and SENCO discuss the child's needs and the support that would best enable them to learn.
- Different children require different levels of support and these can be quite specific to individuals. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- We take account of the ongoing dialogue that we encourage staff to have with parents/carers. During their time at Bridge Hall Primary, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.

17. How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education.

This may be through:

- Discussion with the class teacher; informally or during parents evenings.
- Discussion with the SENCO and/or Welfare Officer.
- Parents are encouraged to contribute to their child's SEN Support Plans and/or their EHC plans and are invited to review meetings relating to their child.

18. How will my child be able to contribute their views?

- Teachers discuss targets and feedback with individual children.
- When reviewing One Page Profiles, SEN Support Plans and EHCPs, children are encouraged to contribute to their strengths, the ways that they prefer to learn and to their areas for development.
- Some of the older children are invited to contribute their views to TAC (Team around the Child) meetings if appropriate.
- Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well-being. The staff and pupils are regularly asked to feedback on any aspect of school life that they may be worried about or that can be improved. This is done informally and through staff and pupil surveys.

19. Who can I contact for further information?

- The first point of contact is your child's class teacher.
- Your next point of contact is the SENCO, Mrs Sinclair. Appointments can be made by contacting the school office by telephoning 0161 480 7889.

Appendix

Children and Families Bill 2013

The Children and Families Bill is taking forward the government's commitment to improve services for vulnerable children to support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs (SEN).

The Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.