Bridgetown Primary School
SEND Information Report

This school and others in the Stratford Cluster have a similar approach to how they accommodate pupils with Special Educational Needs and Disabilities. This document aims to provide parents with all the information they need to understand how their child's needs will be met by both the school, and also by the Local Authority and commissioned services. At the end of the document, there is a glossary to explain some of the terms used, as well as the main people responsible forSEND provision within the school and externally.

The SEND needs that the school provides for
Bridgetown Primary School aims to meet all children's needs and when we need to provide specific additional support or advice we have access to a range of Professional Specialists.
SEND needs provided for at Bridgetown:
Our school aims to meet all children's needs. When it is necessary to provide specific support or seek external advice, we have access to a range of specialists. We provide additional and/or different provision for a range of needs, including: • Communication and Interaction (for example: Autistic Spectrum Condition, Asperger's • Syndrome, Speech and Language difficulties); • Cognition and Learning (for example: Dyslexia or Dyspraxia); • Social, Emotional and Mental Health (for example: Attention Deficit Hyperactivity Disorder); • Sensory and/or Physical Needs (for example: visual or hearing impairments, processing difficulties); • Moderate, Severe and Multiple Learning Difficulties.
Our policy for identifying children and young people with SEND and for assessing their needs
Teachers identify SEND and adapt teaching in response to the diverse needs of pupils. They set clear targets for all pupils and if they do not make adequate, expected progress the class teacher will consult with the Inclusion Lead for additional advice and/or assessment. This may involve making a referral to outside agencies. Following discussion, this may lead to a more detailed diagnostic assessment. The details of this graduated approach are set out in the school's SEND policy.
How we consult with families of children with SEND and involve them in their child's education
Parents and Carers are essential partners in the effective working relationship with the school.They are involved in the identification, assessment and decision making for their child. Their views and observations are considered in making judgements about additional needs. They are kept up to date with their child's progress through regular review meetings, parents' evenings and an annual written report. Teachers have regard for what pupils say about things that help them to learn and make progress. Their voice is also reflected in their One Page Profiles or support plans which they are invited to contribute to.
Our arrangement for assessing and reviewing a child's progress towards their potential outcomes
The class teacher is responsible for assessing the child's progress and teachers review progress continuously. The Key Stage Leaders and Inclusion Lead meet with teachers to review the progress of pupils in 'pupil progress meetings'. If a child is not making expected progress and where appropriate, and additional needs-based intervention is put into place to address barriers to learning. The impact of the intervention is closely

monitored using provision mapping software and reviewed at the next pupil progress meeting. If the child is still not making expected progress then discussions will take place to decide whether a higher level of additional support is necessary. If a child is assessed to have Special Educational Needs and Disabilities (SEND), they will be added to the school's SEND register at 'SEND Support'.

All SEND pupils are closely monitored at additional SEND review meetings, annually or termly depending on the type and level of support. At these meetings, the class teacher, parent and Inclusion Lead monitor progress towards agreed outcomes. Further guidance around provision and adaptations may be explored further at these meetings.

Decisions to seek external advice are considered during these meetings. If, despite this level of additional support, and after following recommendations from relevant external specialists, progress continues to be inadequate, a referral for an Educational Health Care assessment will be contemplated.

Further information about this can be found in the SEND Policy and through Warwickshire's Local Offer. http://www.warwickshire.gov.uk/send

Our approach to teaching children with SEND

As the special educational needs code of practice states, 'Teachers are responsible for all children's progress including those with SEND'.

We believe in promoting every possible opportunity to develop the full potential of all children, identifying strengths, using a variety of learning styles, pre-teaching of subject matter or skills where appropriate and providing times to reflect and revisit. Appropriately differentiated tasks and adaptations within the classrooms are available at all times. Children also work in mixed ability groupings where talking and listening partners can help to develop a wider variety of skills.

Class teachers plan additional support and interventions, drawing on support and guidance from the Inclusion Lead, Nurture Team and external agencies when necessary.

How we prepare children as they move between phases of education, i.e. our preparations for their transfer to secondary education or their move to another primary setting

Prior to the children starting in reception, teachers will visit them in their nursery provision and, if needed, additional meetings will take place with the school Inclusion Lead, nursery staff, external professionals and parents. Reception staff may also arrange additional visits to the nursery settings or to school for the child to support transition.

During the summer term of year 6, the Inclusion Lead will meet with appropriate secondary staff and pupils will have the option of extra transitional visits where necessary.

When children move to another primary setting, the Inclusion Lead will forward on any files containing relevant SEND information. Communication with the new setting will be encouraged either via email or a phone call.

Moving between year groups at our school can be unsettling for some children. At the end of each academic year, staff pass on detailed transition notes about all pupils. In addition to this, they create a 'transition report' for children with SEND. This document contains important information about the child's likes, dislikes and needs and the classroom practice and resources that can support. The child is encouraged to contribute to the document so their voice is heard. A 'Transition Book' is created for the pupil to take home over the summer, containing pictures of the new areas of the school, new staff, routines and systems. The children are involved in the creation of the books and it enables them to have individual worries / concerns addressed.

Within school, transition times are planned in July for children to meet with their new teachers and prepare for their new classes. Informationmeetings are available for Parents/Carers in July to outline plans and organisation for the new year group/class.

How we adapt our curriculum and our learning environment for our children with SEND
The curriculum is differentiated to meet the needs of all our children. Some children with SEND need adaptation such as visual timetables or additional reading / phonics / spelling support. We can modify the learning environment to meet the needs of children with additional needs by incorporating equipment or working methods appropriately. We make the following adaptations to ensure all pupils' needs are met: • Differentiating the implementation of our curriculum to ensure all pupils are able to access it. For example, by implementing adaptive teaching strategies, such as scaffolding; • Adapting our resources and staffing; • Using recommended aids, such as: laptops, coloured overlays, visual timetables, larger font; • Differentiating our teaching. For example: giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, etc; For children with sensory processing difficulties, we are able to complete a sensory screen of the environment and try to make any necessary adaptations.

The expertise of our trained staff who will support SEND children and advise on how specialist expertise will be secured
The Inclusion Lead is working towards the NPQ for SENCOs. She also attends and contributes to Best Practice Networks for SEND for The Gateway Alliance and Tudor Grange Teaching School Hub. Nurture-based Teaching Assistants and Teachers who lead on wellbeing clubs have been trained to support specialist programmes such as Lego Therapy, Relax Kids, Sensory Awareness training and a variety of therapeutic initiatives to develop secure emotional well-being and positive mental health. The whole staff team has undergone training to deliver the Taking Care Project, The Theory of Nurture, Creating Communication Friendly Environments and the use of Widgit Symbols and Communicate in Print. SEND Teaching Assistants engage in regular web-based training via NASEN (National Association for Special Educational Needs) Specific training such as Makaton, Attachment Disorder and Colourful Semantics have also been organised to address individual needs as they occur and in response to the specifics laid out in Educational Health Care Plans. Regular audits are carried out with the SEND staff team and training organised accordingly using the services available to us such as NASEN, Specialist Teacher Services and Integrated Disability Services. The school has contracts with the following specialist services: Integrated Disability Services, Speech and Language Therapy, Dr. Julie Harvey (Educational Psychologist) and SEND Supported Specialist Teacher Service, supporting children with social communication difficulties, an autism diagnosis, cognition and learning or social emotional and mental health needs.
How we evaluate the effectiveness of our SEND provision
All staff review the impact of provision for SEND children on a termly basis through progress review meetings and data tracking. The teachers and Inclusion Lead consider the progress the children have made each term and analyse the impact of any intervention they have had, reporting this to families. The SEND policy is reviewed on an annual basis by the Inclusion Lead and SEN Governor. If parents are dissatisfied with any aspect of the SEND provision from the school, they should follow the school's complaints procedure which can be found on the school website: https://www.bridgetown.warwickshire.sch.uk/policies/
How children and young people with SEND are enabled to engage in activities with their peers
A variety of resources/methods are made available as required for any child with additional needs and differentiation is thorough, being monitored through lesson observations. Flexible groupings may be used to allow the pace of working to be more appropriate and to ensure the securing of skills and successful learning. School Clubs are open to all children as are Pupil Leadership Groups. Children are encouraged to take on any additional responsibility e.g. greeting visitors/ leading tours of the school at Open Days, special friends project, taking part in a wide variety of trips. The school is on two floors with no access restrictions. All of our extra-curricular activities and school visits are available to all our pupils. All children have an equal opportunity to attend extra-curricular clubs and activities; reasonable adjustments are made to ensure participation for all. All pupils are encouraged to go on our residential trip with reasonable adjustments made to support individual needs. The school liaises with external venues, and undertake preliminary visits where appropriate, to make reasonable adjustments so that all children can participate in the trips offered. All pupils are encouraged to take part in sports day, school plays and workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our support for improving emotional and social development, including how we listen to the views of SEND children and how they are included in the schools anti bullying policy
Every year every class delivers the Taking Care project which helps children to be able to share their worries, including any concerns about bullying. In addition to the PSHE curriculum the Nurture Group Leader provides group work and 1-1 support for children with social, emotional and mental health needs. Online Safety is taken very seriously and safety contracts are regularly reviewed. The pupil leadership group, 'Team Safe' meet on a regular basis and includes SEND children. They engage in developing online safety, health and safety and safeguarding procedures at the school.
How this school helps to meet the needs of SEND children and their families with regards support from external bodies, such as health services, local authority support services and voluntary sector organisations.
Regular support from SEND Supported (https://sendsupported.com/) and Educational Psychology services are commissioned by school. Referrals are made to School Health services, including Physiotherapy, Occupational Therapy, Speech & Language Therapy, Vision Impairment and Hearing Impairment. CAMHS, Young Mind Matters and Early Help services can also be accessed. Charitable services offering bereavement support are considered if required. Before and after school care is provided on site. Outside agencies run weekly clubs on site e.g. sports – tennis, cricket and football / dance groups / Brownies /music classes and drama groups/a theatre group supporting adults with additional difficulties.

What support is there locally for parents of pupils with SEND?
SENDIAS (Special Educational Needs, Information, Advice and Support Service: https://www.kids.org.uk/services/send-family-hub/ The Family Information Service: https://www.warwickshire.gov.uk/send-resources/send-practitioner-parent-resources SEND Supported Family Services: https://www.sendsupported.com/services/family/

What is Warwickshire's Local Offer?
The Local Offer for SEND brings together information about education, health and careservices for children and young people from 0 to 25 with special educational needs and disabilities. It can be found at: https://www.warwickshire.gov.uk/send

Monitoring arrangements
The SEND Policy and SEND Information Report will be reviewed by the SENDCo **every year**. It will also be updated throughout the year if any changes to the information are made. The SEND Policy will be reviewed and ratified by the Local Governing Body annually.

Glossary –

SEND – Special Educational Needs/Disability - A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him to her. A disability as defined under the Equality Act 2010 is a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

EHCP – Educational, Health and Care plans – The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood. A request for an EHC can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. Evidence will be required that additional interventions are taking place as a graduated approach to seeking Professional advice and support. The Local Authority must determine whether the EHC assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.

Parent Carer Forum - These are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan commission, deliver and monitor meet the needs of children and families. Warwickshire Parent Carer Forum can be reached through the Integrated Disability Service on 01926 413737.

The Local Offer - Local Authorities must publish a Local Offer, setting out in one place information about provisions they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans

Roles within the school with responsibilities for SEND children

All Class teachers and teaching assistants.
Your pupil's class teacher is your first point of contact and will have day to day responsibility to ensure that lessons are planned for all children. They will also address potential areas of difficulty aiming to remove barriers to your child's achievement.
Special Educational Needs Coordinator – SENCO (Inclusion Lead) Mrs Y. Cathline
Your school's SENCO (Inclusion Lead) is a qualified school teacher with additional relevant qualifications in SEND currently completing the NPQ for SENCOs. Her role within the school is to work with the Head teacher and Governors to determine the

development of the SEND policy and provision in the school. She also has day to day responsibility for the operation of the SEND policy and coordination of specific provision made to support pupils learning. The Inclusion Lead also works closely with all outside support providers.

Headteacher: Mr M. Szortowski
The Headteacher has the overall view of the school and how to support your child's SEND provision. He, along with the School Business Manager, looks at the budget available to the SENDCo and helps to review that. They also work to ensurethe correct support from Teaching Assistants to optimise your child's support and learning environment. They discuss the overall SEND issues within their school with the Governors and also ensure that the training needs of SENDCo and support staff are met. They will also work to sourcethe very best package of external support for all pupils with SEND.
SEND Governors: Mrs Liz Tooze and Mrs Lara Bakewell
Governors, and specifically the SEND Governors work closely with the Head teacher and Inclusion Lead to review the budget and review the effectiveness of the SEND Policy and provision annually.

Specialist groups and outside support agencies
Child and Adolescent Mental Health Service CAMHS - a referral for advice can be made via a single point of entry by a Parent/Carer or School. **Early Support -**This is an organisation which aims to support families by bringing together professional services tomeet current needs for the family and child. In school, support is led by an Early Support Officer and a school representative. The Inclusion Lead is a trained Lead Professional for Early Support. **Educational Psychology** – Dr Julie Harvey provides professional psychological support services for children and young people, their families, schools, communities and other settings. Educational Psychologists (EPs) have expert knowledge of psychology, child development, social interaction, learning, behaviour and motivation, as well as experience of working with children and young people. **SEND Supported-** Based in Warwick, this team of professionals provide support for children and young people with a range of SEND, including pupils with autism spectrum and specific language communication disorders and children with complex learning needs. **SENDAR -** SENDAR is a Warwickshire Local Authority agency that supports schools, academies and othereducational providers when pupil progress and achievement is being limited by their special educational needs, despite the specialist provision they have put in place. SENDAR provides non-traded support for children and young people between 0 – 16 years alongside their family / carers. The service is responsible for coordinating information and advice relating to the statutory assessment and review processes from across relevant professionals and family representatives.