

SEN Information Report – Bridgewater Primary School



1. The kinds of special educational needs for which provision is made at the school

Our school is an inclusive school that welcomes all who wish to attend.

- Additional support is provided for pupils with special educational needs or disability in a variety of forms; teaching assistants/teacher, resources, small group/one to one support, access to intervention programmes. Every effort will be made to ensure that all SEND children can participate in the school's curriculum. Where necessary, we will improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits and facilities. We will strive to ensure we can deliver information which is readily accessible to pupils who are not disabled. Please see our Equality Scheme and Accessibility Plan for further information)

All staff at Bridgewater Primary School are trained in ELKLAN, all teachers and some teaching assistants are also Team Teach trained we are a communication friendly school and a dyslexia friendly school.

The school works closely with outside agencies to make sure all children are receiving the correct and appropriate support to enable them to make progress and fulfil their full potential. This includes utilising specialist support to advice on ensuring our teaching; interventions and environment match the children's needs where possible. Designated time is given to SEN in staff meetings throughout the year to keep staff aware of changes and allow opportunities to discuss and share new interventions.

We provide the relevant and most appropriate support for our SEND children and we continually evaluating and improving provision. As the needs of our children change, so does our provision.

Our SEN policy is where parents can obtain further details of the schools philosophy and achievement. Parents can find this on our school website.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Bridgewater Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected National Curriculum level descriptions
- Concerns raised by parent
- Concerns raised by teacher
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

Bridgewater Primary School believes that monitoring pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support. If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCO. The SENDCO and teacher will review the current provision for the child.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including
a. How the school evaluates the effectiveness of its provision for such pupils

Bridgewater Primary School prides itself on providing excellent support for all our SEN children. We provide a wide variety of intervention programmes and additional support as listed above. We expect children to make good progress with this support.

Where support additional to that of normal class provision is required, it will be organised through the class teacher, SLT and SENDCO.

This will include: differentiation in class, TA support and small group support where possible. When a child takes part within small group sessions or intervention groups, their progress will be monitored weekly, half termly and termly. Class teachers plan and discuss children's progress in these sessions weekly to ensure children are receiving the appropriate level of support. This will clearly measure the impact upon the child's learning. Progress is then shared with the parents during meetings where targets are shared agreed on for their IEPs or PlayPlans. If a child is not responding effectively to intervention parents will be informed and referrals to other agencies may be made to enable the child to receive the appropriate support, this is always shared with parents.

A copy of the targets will be given to the parents/carers. All staff monitor the progress made directly related to these targets on a weekly basis and record progress made.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

The progress of all SEN children is evaluated at the end of each term. This is done by evaluating the IEP or PlayPlan (teacher, pupil, parents/carers). A meeting takes place between the SENDCO and class teacher and any children who are 'causing concern' are also discussed. Children who have an Education Health Care Plan (EHCP) have an annual review to discuss the targets set out in the original EHCP. Professionals from outside agencies may also be invited, alongside the SENDCO, Headteacher, class teacher and parents/carers to discuss the objectives set out in the EHCP.

These are the more formal arrangements; however parents are invited to come in if they have any concerns about their child's progress or wellbeing. The SENDCO can be contacted via the school office. At Bridgewater Primary we feel that it is essential to have good communication between home and school for optimum progress to be made.

c. The school's approach to teaching pupils with SEN

We support the National Curriculum Inclusion Statement, which states:

When planning and teaching, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning. All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Lessons should be planned to ensure that there are no barriers to every pupil achieving.

All teachers:

- set high expectations and provide opportunities for all to achieve.
- take account of legislation requiring equal opportunities
- take specific action to create effective learning environments, secure pupils' motivation and concentration.
- provide equality of opportunity
- Use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

We believe every child should be allowed to reach their fullest potential. The school ensures that this happens by the following means:

- Pupil progress meetings, scrutiny of pupil level data
- Precision teaching

- Scaffolded prompts
- Flexible groupings based on ability
- Teaching Assistant Support
- One-to-one support
- Planned intervention programmes

All of these are carefully monitored to ensure progression.

d. How the school adapts the curriculum and learning environment

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. It is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how children can best access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of Class Teacher support, Teaching Assistant support and one-to-one support where applicable. If children are accessing support outside of the curriculum the environment in which they will be working in will have appropriate resources linked to ones they have in their classroom. The curriculum will be adapted, where it is required, as will the learning environment. Teachers and teaching assistants appropriately pace the lesson, recognise achievement and reward as necessary.

It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at Bridgewater Primary School.

e. Additional support for learning that is available for pupils with SEN

We are fortunate to have an experienced group of teaching assistants at our school. They work alongside the class teacher and SENDCO, providing valuable support to all pupils. We use a variety of interventions including: Read Write Inc 1:1 phonics and provide small group/one-to-one support for Numeracy, Reading and Writing throughout the school and a reading recovery teacher.

Every child's needs must be looked at on an individual basis. We also can provide resources for use at home if necessary. If it is necessary to discuss a particular need or specific difficulty, please feel free to come in and speak with the SENDCO.

Please see more information using the following link.

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum; and

We have a variety of after school/extra-curricular clubs which change from term to term. These clubs are available to all our children. We are a member of the children's university which promotes children to attend these clubs. Where appropriate and necessary adjustments would always be made to enable all children regardless of their ability or needs to be able to attend.

g. Support that is available for improving the emotional and social development of pupils with SEN

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff. Our school has achieved the Emotionally Friendly Schools Bronze accreditation in September 2019- we have an Emotionally Friendly Schools Team who can offer advice and support to staff and children. Our Learning Mentor (Karen Hopkins) and SENDCO (Rebecca Cope) both have Mental Health First-Aid training.

The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENDCO or learning mentor for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

We have our own Golden Rules that are firmly embedded both within and outside of the classroom. All children are aware of these and are praised for following them. They include, being kind and gentle, good listening, looking after property, working hard, being honest and respected others games.

A selection of Year 6 pupils are playground leaders and model and encourage the children to play cooperative playground games during playtimes throughout the day.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

Rebecca Cope
Bridgewater Primary School,
Bridgewater Street,
Little Hulton
Manchester
M38 9WD

0161 9211191

5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

This is evaluated by the Senior Leadership Team (including the SENCO), who look at the needs of the children and identify the training which needs to take place. Teachers are encouraged to ask for additional support which may lead to training.

As stated previously, all of our teaching assistants and teachers are trained/qualified in ELKLAN and some are trained in Team Teach. Staff work very closely with a variety of therapists and our Educational Psychologist. Their support will be sought when deemed necessary. We have experienced staff at Bridgewater and provide our children with high levels of support.

We also work closely with any external agencies that are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the learning Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services and Social Workers.

6. Information about how equipment and facilities to support CYP with SEN will be secured

There is a designated budget which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEN ensures that all children's needs are met through careful targeting of both human and material resources.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

Home-school communication is regarded highly at our school. Every child has a reading record which is brought into school every day and is used as the key point of contact between children, parents and staff. This planner is checked each week by the class teacher and notes can be written in it when necessary. Appointments can be made with the class teacher/Headteacher when required and the school SENDCO is able to meet with parents too, when needed. There are two Parents' Evenings throughout the year, which allows teachers and parents to discuss progress and any issues. If a child has an EHCP, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures that the school is catering for the child in the best ways possible, as well as providing an opportunity for different professionals and parents to discuss thoughts and ideas.

IEP Targets are given to all of the children on the SEN register. These are manageable targets (SMART) as set by the class teacher or other medical professionals, in partnership. As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. It is seen as valuable to involve children in their own education plan as much as possible and for them to share this with their parents.

Parents are also invited to regular class assemblies to witness the progress being made.

8. The arrangements for consulting young people with SEN about, and involving them in, their education

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the pupil feedback and completed questionnaires. If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

SEN pupils play a huge part in evaluating their own progress and help to develop the next steps in their learning. Provision/resources can be changed /adapted, so if a teacher/parent/carer/pupil suggests an alternative way to achieve a specific target, then this is considered.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Our School's SEN Governor is Emma Pearce.

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 pupils with SEN and in supporting the families of such children

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

*Parent Partnership, Unity House
Salford Civic Centre
Chorley Road
Swinton
M27 5AW*

0161 778 0538

<p><i>For children aged 0-5</i> <i>Early Support/Portage Home Visiting Team/Inclusion Officers</i> <i>Starting Life Well, Unity House</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5AW</i></p>	<p><i>0161 793 3275</i></p>
<p><i>Statutory Assessment Team</i> <i>Burrows House</i> <i>10 Priestley Road</i> <i>Wardley Industrial Estate</i> <i>M28 2LY</i></p>	<p><i>0161 778 0410</i></p>
<p><i>Learning Support Service (LSS)</i> <i>c/o Moorside High School</i> <i>57 Deans Road</i> <i>Swinton</i> <i>M27 0AP</i></p>	<p><i>0161 607 1671</i></p>
<p><i>Educational Psychology Service</i> <i>Burrows House</i> <i>M28 2LY</i></p>	<p><i>0161 778 0476</i></p>
<p><i>Children with Disabilities Social Work Team</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5DA</i></p>	<p><i>0161 793 3535</i></p>

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

13.

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476

		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i>			<i>0161 603 4500</i>
<i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team</i>			<i>0161 793 3535</i>
14. Information on where the local authority's local offer is published			
This can be found on the Salford City Council's website.			