

SEND Information Report



Whole School

Context

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools have been asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'.

Statement of Intent

Great Bridge Primary School is highly inclusive.



Our ethos of 'All valued, all achieving and all equal' embodies our commitment to being responsive to the diversity of children's backgrounds, needs, experience, skills and knowledge. We strive to ensure that all children receive a broad and balanced education in a caring environment, where each child is happy, secure and able to develop a sense of self-worth. In partnership with parents, carers, governors and outside agencies, we strive to ensure barriers to learning are overcome and all pupils are given every opportunity to achieve realistic goals and enrich their educational experience.

Our provision is closely matched to the pupils' identified SEND in one or more of the following four broad areas of need:

- **Communication and interaction**
- **Cognition and learning.** (This category would include slower learners and children with specific learning difficulties such as Dyslexia.)
- **Social, mental and emotional health**
- **Sensory and/or physical**

Legislation and Guidance

Our SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Equality Act 2010, paragraph 3 of schedule 10-Accessibility Plan.



Key staff

Headteacher:	Helen Hale
Deputy Headteacher/SENDCo	Jo Chappell
Deputy SENDCo	Lia Cadman
Deputy Headteacher/Mental Health Lead	Jenny Waterman
Pastoral/Well-being Mentor	Rachel McKenna
Focus Provision Manager	Lorraine Newton
Hub Lead	Cath Mansell
Parent Support Advisor	Lois Evans



How do we identify learners with SEND?

There are lots of reasons why a child may fall behind in their learning. Only those with a learning difficulty and/or a disability that requires special educational provision are identified as having SEND. We use a range of information to help identify SEND. This includes information from their previous setting, information from the child's teachers, parents/carers and from the child themselves.

If a teacher or a parent expresses a concern about a child who, despite additional support and intervention via the year group provision map, fails to make progress, a decision is made as to whether that child should be placed on the SEND register. This would normally involve a meeting between the teacher/parent and SENDCo. Discussions include consideration of the following points:

- Is there any medical condition causing the concern?
- Should the child have his/her hearing/eyesight checked?
- Are the child's attainments significantly below the rest of the class?
- Is the child failing to make the progress that we would expect of that particular child?
- Is the barrier to learning an EAL (where English is not the first language) or SEND issue?



How do we work with parents and carers of children with SEND?

The views of parents and carers are important to us and we will involve you in discussions about provision for your child's SEND. We will keep you informed about your child's progress and take your

views into account when reviewing provision for your child. We will liaise with outside agency support to ensure that everyone involved in supporting your child is kept up to date and included in discussions.

If your child has an Individual Action Plan (personalised targets), you will be invited to attend a meeting every term to review these targets and set next steps.

Pupils with EHC Plans have an Annual Review meeting; parents are expected to attend and contribute their views verbally and in written form. School is happy to support with completion of the Parents' Views form (or any other documentation) if requested.



How do we involve children/young people with SEND in their education?

The wishes and feelings of children with SEND are central to our provision. Where appropriate, we involve them in discussions about the support they receive and we gather their views at regular points throughout the year. We will endeavour to gather your child's voice in their plans and review meetings.



How do we involve other organisations, in meeting pupils' SEND and supporting their families?

In order to ensure a holistic approach to supporting pupils with SEND, school works closely with a number of outside agencies, including health and social care professionals.

- Sandwell's Inclusion Support- Learning and Behaviour support
- Sensory Support Service
- CCAT (Complex Communication & Autism Team)
- Educational Psychology Service
- ISEY (Inclusion Support Early Years)
- Children with Disabilities Team
- Paediatricians and GPs
- Children's Therapies-Speech and Language Therapy (SALT)
 - Physiotherapy
 - Occupational Therapy
- CAMHS
- Children's Services
- Murray Hall and other counselling/therapy services
- School Nurse Team
- Sandwell Incontinence Team



How do we assess and review pupils' progress towards outcomes?

We use a graduated approach. This means that we follow a process of **Assess, Plan, Do and Review**.

Assess: when a child is identified as having SEND, we use data from assessments and observations as well as discussions with parents/carers, key staff and the pupil to establish a baseline.

Plan: together we make a plan about what actions need to be taken and what support needs to be put in place. Pupils will receive targeted intervention 1:1 or as part of a small group. Where appropriate, they will also receive some additional adult support and scaffolding of tasks in class. Where a pupil's needs require a more personalised programme of support, an individual Action Plan of targets is devised. If outside agencies become involved with the pupil, the targets are usually based on their recommendations. For pupils with EHC Plans, targets are also linked to outcomes on the Plan.

Do: the plan is put in place as agreed and a review date set; usually once a term.

Review: the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again.

Individual pupil Action Plans are reviewed at least termly and shared with parents



What is our approach to teaching pupils with SEND?

Our approach is ambitious, inclusive and based on high quality teaching. This means that lessons are designed to meet the needs of all pupils, including those with SEND. Teachers make adjustments for individual pupils based on the information shared with them and their knowledge of the pupil. They use a range of strategies to enable access to the curriculum so that all pupils know more, remember more and can do more. We make the following adaptations to ensure all students' needs are met:

- Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, content of the lesson, reducing the cognitive load and providing feedback.
- Adapting our resources and staffing
- Using recommended aids, such as seating arrangements, use of technology, visual timetables, larger fonts, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, groups and brain/movement breaks revisiting learning from lessons 1:1 or in small groups.



What expertise and training do staff have to support pupils with SEND?

A continual, robust staff training schedule ensures all staff have a comprehensive knowledge and understanding of how to meet the needs of pupils with SEND, across all four areas of need, via quality first teaching, small group intervention or 1:1 support.

The SENDCO has completed the National Award for SEND coordination.

Examples of other areas of training and expertise:

- **Communication-Makaton** (signing)
 - PECS (Picture Exchange Communication System)
 - ALDs (Aided Language Displays) and Communication books
 - PODD (Pragmatic Organisation Dynamic Displays)
 - Intensive Interaction
 - TACPAC
 - Direct teaching of Speech & Language Therapy/Wellcomm (Language assessment) targets
 - Early Talk Boost and Talk Boost
- Read, Write, Inc (RWI) tutors working 1:1 with pupils targeted for additional reading and phonics
- Delivery of exercise programmes devised by a Physiotherapist and Occupational Therapy
- Autism and key strategies, including **TEACCH** (Treatment and Education of Autistic and Communication related handicapped Children)
- Implementing individualised sensory diets with guidance from CCAT (Complex Communication and Autism Team)
- Supporting visual and hearing impairment working in conjunction with Sandwell Sensory Support Team
- A Mental Health Lead and Pastoral Mentor trained to support pupils with SEMH concerns

Focus Provision

The school has a ten place Focus Provision (FP) for children across the primary age range with ASD/complex needs.

Places are allocated via the Education Health Care Plan assessment process.

The learning is personalised according to need and progress is measured against a number of assessments including Sandwell Skills Ladders, The Orchard Framework, RWI, Wellcomm and Towards Independent Hierarchy.

The Focus Provision is located in a separate building (Little Bridge) with a team of experienced staff led by the FP Manager, Lorraine Newton. The children in the FP are very much part of the school and access activities and events, with some adaptations made, appropriate to need.

SEN Hub

The Hub is an intervention for a small number of pupils with a range of needs, predominantly in Reception and KS1, who are experiencing significant delay or difficulties, and are not yet able to access full time class-based learning. The majority of the pupils have an EHCP or are along the pathway for an EHCP.

The Hub has a team of trained staff led and mentored by Catherine Mansell.

The Hub offers a very structured approach in a calm environment with individual screened off workstations for direct teaching and areas for group tasks, sharing books, sensory, social, creative and play based learning. The children work on personalised targets across all areas of need as well

as RWI, numeracy and some foundation subject tasks planned by class teachers. Some children access class-based activities and lessons as appropriate to their needs and abilities.

The desired outcome for this provision is to help develop the whole child, make progress against personal targets and, for some children, the goal is to close gaps so they are able to access the curriculum within a mainstream class with appropriate inclusive resources, support and interventions.



What support is available for improving emotional and social development?

We believe that the happiness and wellbeing of all our pupils is paramount. All members of staff receive regular training in supporting pupils with social, emotional or mental health needs (SEMH) and as a result any concerns are quickly identified and appropriate action taken. To promote and maintain positive relationships with all pupils, staff have received **Positive Handling** training. The trainer/coach in school is Lia Cadman.

Where the need is more significant, the school's Mental Health Lead and Pastoral Mentor will be able to provide more specialist support and/or refer the pupil to specialist outside agencies.



What additional support for learning is available for pupils with SEND?

School receives funding from the Local Authority. These funds include money to support the learning of children with SEND. The Headteacher, in consultation with the school Governors, decides the budget for SEND provision on the basis of the needs of the children in the school.

The budget is used in a range of ways:

- Short-term interventions to support children's learning needs.
- Learning aids such as sensory equipment and software.
- Specialist resources and equipment
- Securing support from specialists as required



How do we evaluate the effectiveness of the provision made for pupils with SEND?

We use both quantitative and qualitative data to judge how effective our provision is. Depending on the provision, this might be assessment data, attendance or behaviour data or it might be evidence gathered through observations and pupil voice. Wherever possible, evidence gathered is compared to a baseline measure so that the impact of the provision can be directly compared. Where relevant, this is shared with parents and carers.



How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND?

We are committed to providing equal opportunities for all children- school clubs, educational visits and activities are available to all children. When necessary, the school will make reasonable adjustments to ensure that children with SEND are included and we consult with parents/carers and specialist advisers to ensure accessibility.

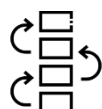


How are disabled pupils supported within school?

Our school is a PFI build and fully accessible to the vast majority of children with physical needs. Although school is a two-storey building, upstairs is accessed via a lift. Evac chairs are provided for children with physical needs on the upstairs floor in the event of a fire. These children also have a personal egress plan in accordance with fire safety regulations.

The layout of classrooms enable disabled access to be offered for wheelchair users and the school's Accessibility Plan is regularly reviewed to ensure that all children have the fullest access to the curriculum and the school site as possible.

Adaptations are made to the environment to cater for the needs of children with visual or hearing impairment in line with Sandwell's Sensory Support guidance.



How are pupils supported during transition?

If a new to school pupil has SEND, we liaise closely with the previous school or nursery. In order to ensure a smooth transition, we discuss with the relevant teachers/key workers or professionals any individual needs and how best to support the pupil.

As pupils move up through the school, will take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Handover meetings are conducted at transition points for smooth and thorough liaison to take place between staff members. Your child will have opportunities to spend time with new staff to ensure continuity and to build a rapport.

We make arrangements to ensure there is a smooth transition when pupils with SEND transfer to secondary school.

For pupils with an EHC Plan, the final Annual Review will take place in sufficient time prior to moving between key phases of education. Parents can be offered guidance on secondary school choices and arrangements can be made for school staff to accompany them on school visits if they wish.



Who should parents or carers or children/young people contact if they have concerns?

Parents/carers should contact the SENDCo: Jo Chappell or the Deputy SENDCo: Lia Cadman

Email: joanne.chappell@greatbridge.sandwell.sch.uk

lia.cadman@greatbridge.sandwell.sch.uk

The SEND link governor is Natalie Martin.



Where can parents or carers get more information or support for children with SEND?

Further information/ advice is available from:

Family Information Hub/Local Offer: sandwell.gov.uk/send

SEND Information, Advice & Support Service: sandwellsendiass@barnardos.org.uk

DfE Parents and Carers Guide gov.uk/government/publications/send-guide-for-parents-and-carers