BRADLEY GREEN PRIMARY ACADEMY

PRINCIPAL: Mrs V Cameron

SEND Information Report

As part of the Children and Families Bill 2014, all schools are required to publish a document setting out the services they offer for children and young people with Special Educational Needs and Disabilities (SEND). This forms part of Tameside's Local Offer. Further information regarding Tameside's Local Offer can be found at: www.tameside.gov.uk/localoffer

This document complies with:

- Section 69 of the Children's and Families Act 2014
- Paragraph 3 of Schedule 10 of the Equalities Act 2010
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability regulations 2014
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years

School Overview

Bradley Green Primary Academy is part of the Enquire Learning Trust. We are a highly inclusive, single form entry school with around 220 pupils, our school provides education for children aged 3 – 11 years.

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

It is our belief that all children have an equal right to a full and rounded education. At Bradley Green Primary Academy, we are committed to ensuring that every child is valued, included and supported to achieve their full potential. We recognise and celebrate the unique strengths, interests and needs of every pupil and strive to create an environment where all children feel safe, respected and able to succeed.

We recognise, value and celebrate neurodiversity. We understand that children learn, communicate and experience the world in different ways. Our aim is to provide an inclusive learning environment where differences are respected, strengths are recognised and barriers to learning are removed wherever possible.

We work closely with pupils, parents, carers and external professionals to ensure that provision is personalised, effective and responsive to individual need.

As a school we are strongly committed to raising the aspirations of and expectations for all pupils with Special Educational Needs and/or Disability (SEND) and we provide a focus on the outcomes for children and not just their provision/ support.

We use our best endeavours to secure special educational provision for children who require provision which is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health (SEMH0
- Sensory and / or Physical Needs

Our staff are experienced in supporting children with a wide range of needs, adapting planning and activities to ensure the highest levels of accessibility to the curriculum. This is best summarised within our mission statement which is:

"to recognise the unique qualities of each child,
securing their success for today and the future."

What are Special Educational Needs?
A pupil has Special Educational Needs if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.
They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is education or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four main categories for Special Educational Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Physical

Some children's needs may fall into more than one category.

Who should I contact if I have any concerns about my child and SEND?
The class teacher should always be a parent/carer's first contact if they are concerned about their child's progress.
Other staff are available to meet on request:

- Miss Caroline Ellis - SENDCo
- Mrs Vicky Cameron, Principal
- Miss Kirsty Mills, Vice Principal

All can be contacted via the school office: Email: admin@bradleygreen.org.uk
Tel: 0161 368 2166

How does the school identify Special Educational Needs?
The class teacher monitors all children's progress throughout the year, in addition to a formal review on a termly basis with the Principal and Deputy Principal. This provides information about areas where a child is not progressing satisfactorily.

Possible indicators of Special Educational Needs may include:

- A child's progress is significantly slower than that of their peers starting from the same baseline.
- A child fails to match or better their previous rate of progress.
- A child fails to close the attainment gap between themselves and their peers.
- A child's attainment gap has significantly widened.

When considering progress, this may include areas other than academic attainment, for example, social or behavioural needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If concerns are noted either by school or parents we implement a graduated response which begins with quality first teaching for all children.

Ordinarily Available provision

At Bradley Green Primary Academy, all pupils benefit from high-quality adaptive teaching and an inclusive classroom environment. Teachers adapt learning to meet the needs of all learners.

- Visual timetables and visual supports
- Vocabulary pre-teaching
- Scaffolding and worked examples
- Flexible grouping
- Practical and concrete resources
- Sensory and regulation strategies
- Movement breaks
- Emotional check-ins
- Assistive technology where appropriate
- Positive behaviour support
- Reasonable adjustments for pupils with disabilities

Where a pupil requires support beyond this universal provision, the school follows the graduated approach outlined in the SEND Code of Practice.

If a teacher or parent/carer continues to have concerns about a child's progress then additional strategies will be put in place to support the child. If concerns persist then the class teacher will refer to the school Special Educational Needs coordinator (SENDCo) who may refer to other professionals for further advice and support.

Occasionally concerns can be raised by parents/carers or other professionals, for example within the Health Service or within the Early Years setting.

How does the school support a child with SEND?
All staff are aware of the SEN Code of Practice (2014) and deliver quality first teaching to all to ensure that lessons are appropriately differentiated and of the correct level of challenge. Support is tailored to the needs of the child and will therefore vary in appearance. For some children this may be through, additional support and strategies within the classroom. Other children will benefit from small group booster sessions or additional 1:1 intervention. We regularly monitor the effectiveness of our provision to ensure that it is continuing to meet the needs of the pupils concerned.
Additionally, school can seek the advice and input from a range of external services to create a bespoke package for the child.

What types of support are available to children with SEND?
Types of support available in school include:

- Intervention programmes aimed at supporting learning needs and addressing gaps.
- Specific individual or small group support
- Visual resources
- Assistive technologies to support communication needs.
- Speech and Language therapy
- Physiotherapy
- Occupational therapy
- Lego therapy
- Hot shots sessions
- Health mentor sessions
- Counselling sessions
- Referrals for support and advice from external agencies
- Care plans and risk assessments for children with specific health or physical needs

Please note that some of the support listed above are provided by external agencies within school hours.

Which external services do we work with in school?
There are several agencies who regularly work with us, for example:

- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Tameside specialist support service
- Social Services
- Tameside Specialist outreach service

- Physiotherapy
- Integrated Service for Children with Additional Needs (ISCAN):
- Multi-Agency Autism Assessment Team (MAAT)
- MHST Mind Counselling
- Early Help Team
- The Parenting team
- Educational psychologists

We call upon these services as and when required. The services work in different ways, at different times, depending on the needs of the child – this may require staff training, meeting with the class teacher, parents / carers or working directly with the child.

How does the school measure the progress of children with SEND?
All children's progress is regularly monitored by their class teacher. Additionally, their progress is reviewed formally with the Principal and Deputy Principal every term (focusing on reading, writing and numeracy).

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally. If your child has Special Educational Needs, the SENCo will also check that your child is making good progress within any individual work and in any group that they take part in. All teachers and support staff who work with pupil's with SEN will be made aware of their needs, the outcomes anticipated, the support provided, and any teaching strategies or approaches that are required.

Interventions, additional support and strategies that are put in place are reviewed and evaluated after a period of time by the class teacher and SENCo to ensure that they are effective and relevant to the child concerned, following the Assess-Plan-Do- Review cycle.

Identifying need - support plans and implementation of the graduated approach

If class teachers' feel a child is not making expected progress or a child is experiencing difficulties with their learning or any aspect of their development, the school will implement Cycle 1 of the graduated approach. Parents' / carers' will be invited to discuss their concerns and share their aspirations and key concerns for their child. During this meeting there will be a discussion of how we could work together to support your child at home/school. The class teacher will make further observations and implement the necessary support, reviewing its impact.

Generally within a termly period, or sooner if a child is requiring a high level of support or their needs are more complex, a further meeting is arranged it may be decided to

maintain this level of support, withdraw the support and monitor the pupil carefully or to elevate the support to Cycle 2. If a child needs to be elevated to Cycle 2 they will be added to the SEN register, there will be involvement of the SENCO and there may be discussion with the parents regarding seeking external expertise / assessment to provide further advice and support to the child concerned. Targeted teaching, interventions and referrals may also be discussed at these meetings to inform future actions.

In some cases, children may have learning needs which require very intensive and personalised approaches, as their needs are more severe, complex and lifelong. At this stage in discussion with the parent / carer will apply to Tameside local authority for an Education, Health and Care Needs assessment (EHCNA) of their special educational needs. The outcome of such an assessment can be for the child to remain at cycle 2 (SEN Support) or to receive an Education, Health and Care Plan (EHCP).

Receipt of an EHCP can result in additional funding for the school to deliver specific targets and provisions as specified in the EHCP document. In some cases a child may be transferred to a more specialist provision that is better equipped to meet the child's significantly high level of need.

What is our approach to teaching pupils with SEN?
Teachers are responsible and accountable for the progress and development of all the pupils in their class. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that all children who have SEN needs are met. This is achieved through the use of:

- High quality first teaching for all pupils.
- Highly skilled support staff, who work under the direction of the class teacher, adapting planning to support the needs of your child where necessary.
- Specific resources and strategies used to support your child individually and/or in groups.
- Planning and teaching that is adapted, on a daily basis if needed, to meet your child's learning needs.
- Liaison with the SENCo around effective strategies from children's support plans.
- Implementing interventions as necessary and which may be recommended by outside agencies

Adaptations to the curriculum and learning environment
At Bradley Green Primary, we make a range of adaptations to ensure all pupils' needs are met, such as

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, iPads, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

How does the school work with parents / carers and children to support learning?
We as a school endeavour to involve parents and pupils at all stages of a child's learning so that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and recognise that they know their children best.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents / carers are regularly updated on the progress of all children throughout the school year through parent consultation meetings and reports and termly review meetings. Additionally, for pupils with Special Educational Needs, review meetings are held termly with parents / carers to review progress and discuss next steps following the Assess-Plan-Do-Review cycle. Parents are welcome to contact the school SENCo or class teacher between these periods should they wish to.

My child has SEND, how will they be involved in their education?
We value pupil voice and recognise the importance of children's involvement in their own education. Children's views are regularly sought within school and are captured and considered within the Assess-Plan-Do-Review cycle.

What support is available for parents/carers of children with SEND?
Parents and carers can access the Tameside Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS). This service provides information, advice and support to children and young people with SEND and their parents / carers. Further information about the service can be found at: www.tameside.gov.uk/sendiass.

The parent led charity https://www.ourkidseyes.org/ can also be a useful resource for parents. The charity are available to listen, support and empower parents. They also help parents navigate and understand systems, find the right support and signpost them to other services.

How does the school ensure staff are adequately trained?

Bradley Green Primary provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEN.

Staff receive regular professional development relating to:

- Autism Spectrum Condition (ASC)
- ADHD
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH)
- Attachment and trauma-informed practice
- Sensory processing differences
- Dyslexia and specific learning difficulties
- Inclusive classroom strategies
- Medical needs and wellbeing

The SENCo regularly attends local authority briefings, SEND networks and professional development opportunities to ensure practice remains current and responsive to national guidance

We work with a range of agencies to provide support for pupils with SEN, including:

- Communication language and autistic spectrum support (CLASS) and Tameside specialist outreach support (TSOSS)
- Integrated Services for Children with Additional Needs (ISCAN)
- Educational psychologist consultation.

Expertise and training of staff

We have a team of teaching assistants, including a higher-level teaching assistant (HLTA), who are trained to deliver a broad spectrum of SEN provision.

Class teachers and support staff attend external specialist training relevant to the needs of the children within their class, provided in response to children's particular needs, disability or medical condition.

Additionally, we have staff who are experienced in the delivery of a range of interventions, for a range of SEND. We continue to evaluate the effectiveness of our interventions and identify new ways of supporting diverse needs.

How does the school make sure that staff are aware of individuals' SEND?

The SENCo creates a SEND register, which contains details of students' needs and summarises agency involvement. Children with SEND have one page profile documents and their graduated approach paperwork these documents are shared with all staff working with the child. Staff are also regularly updated with reports and information provided by services and agencies about the children in their class.

Securing equipment and facilities

The SENCo is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with Education, Health and Care Plans.
The Principal or School business Manager will inform the Governing Board of how the funding allocated to support special educational needs has been deployed. The Principal, School business Manager and SENCo meet as required to agree on how to use funds directly related to children with Education, Health and Care Plans.

How does the school evaluate the effectiveness of SEN provision?
We evaluate the effectiveness of provision for pupils with SEN by:
the SEN Cycle process

- Reviewing pupils' individual progress towards their goals each term as part of the SEN cycle/assess, plan, do process.
- Reviewing the impact of interventions periodically.
- Using pupil and parent questionnaires
- Whole school enquiry/work and lesson scrutiny/lesson observations
- Using provision maps to ensure children are well supported and measure progress
- Holding annual reviews for pupils with EHC plans
- Liaising with class teachers, parents and pupils

How does the school ensure it is accessible to children with SEND?
Bradley Green Primary Academy is fully accessible as the entire building is located on the ground floor. We have access to additional specialist equipment such as hoists via the Health Service. For more information, please see the Accessibility Policy.

How does the school ensure inclusion for all?

Inclusion in Wider School Life
All pupils are encouraged and supported to participate fully in school life.
Where required, reasonable adjustments, personalised planning and consultation with families are used to support successful participation in:

- Educational visits
- Residential experiences
- Clubs and enrichment activities
- Sports events
- Productions and performances
- Take on school leadership responsibilities

Risk assessments and support plans are implemented where appropriate to ensure all pupils can participate safely and successfully.

We offer a wide range of extra-curricular activities which are available to all children, both after school and at lunchtimes. All school visits are chosen to promote inclusivity so that all children are able to participate. All pupils are encouraged to go on our residential trip(s) to Robinwood Activity Centre in Year 5 and 6. In these circumstances we ensure a higher adult to pupil ratio and utilise specialist transport.

Throughout the year we hold themed events, welcome visitors and hold annual events such as sports day and health day, these events are always designed with inclusion in mind. Pupils are never excluded from taking part in these activities because of their SEN or disability.

We recognise that some pupils may require reasonable adjustments to access the same opportunities as their peers. Risk assessments, personalised planning and consultation with families ensure that barriers to participation are reduced and that appropriate support can be provided where required.

All pupils are encouraged to participate fully in school life.

For more information, please see the Accessibility Policy.

How will the school support the social and emotional development of my child?
We have a nurturing ethos built upon our core values of confidence, curiosity, challenge and respect. Teachers also consider spiritual, moral, social and cultural (SMSC) objectives in their lesson planning. We have a clear and consistent behaviour policy in addition to an anti-bullying policy.
We provide support for pupils to improve their emotional and social development in a range of ways, including:

Our staff use a range of SEND-friendly resources, including wellbeing activities, regulation strategies and structured emotional literacy programmes to support children's readiness to learn, express their feelings and build positive relationships with peers and adults.
The school uses Good Morning Club resources developed by Jen Foster to promote emotional wellbeing, self-regulation, positive relationships and readiness to learn. These structured activities provide children with opportunities to:

- Participate in daily emotional check-ins
- Develop emotional literacy
- Build resilience and confidence
- Strengthen relationships with peers and trusted adults
- Develop self-regulation strategies
- Engage in wellbeing discussions
- Complete activities linked to regulation and understanding of their emotions.

- Support children with their understanding of consequences through restorative conversations.
- run programs of support such as hotshots, yoga and team/friendship building activities.

These approaches help create a positive start to the school day and support children to feel safe, regulated and ready to learn

All classes follow a structured PSHE&C (personal, social, health and economic and citizenship education) curriculum to support this development. We encourage children to embrace difference and recognise and embrace everyone's individual qualities.

We are proactive in seeking appropriate support for children who may be vulnerable or who have difficulty in managing their emotions in school, providing a tailored package that can include:

- Actively promoting 'regulate to educate' strategies to all children
- Emotional support / listening ear from our support and teaching staff.
- Enhanced transition provision (e.g. new pupils. school transfers, KS3 transition)
- Yoga and other movement based activities
- Sensory circuits
- Hot shots
- Lego therapy
- Small group / individual activities (e.g. social skills, anger management, play therapy, keeping safe, etc.)
- Lunchtime and playtime support through planned activities and groups to support friendship difficulties / team building
- Individual targets, which help to develop children's strategies to make positive choices
- Signpost to other agencies (e.g. School Nurse, Health Mentor, Educational Psychologist)
- Support with medical needs
- Promoting and encouraging attendance and punctuality and supporting this where appropriate.
- Praise, reward systems, teaching and encouraging growth mind-set and resilience to develop high self-esteem

How are children supported through transitions?
All children progressing into the next academic year group within the school, benefit from a moving-on day where they are able to spend some time in their new classroom with their new teacher. If required, the learning mentor or other staff member can support the child in this process. All teachers have a handover meeting with the receiving teacher and all documentation is passed over. Parents are invited to meet with their child's new teacher during review meetings or at another convenient time.

Prospective parents and children are welcome and encouraged to visit Bradley Green Primary Academy before they join.

Additional meetings and visits can be arranged for some children, including those with SEND. We will make contact with the setting previously attended to ensure the transition is as smooth as possible. Children who are due to enter nursery are invited to attend several sessions of 'Ready Steady Nursery' Which enables children to become familiar with staff, learning environments and routines. Children entering reception will have a home visit from the reception teaching team.

Key Stage 3 transition
In Year 5, all parents / carers have the opportunity to visit secondary schools through their open evenings held in the autumn term, before making a decision and expressing a preference. The class teacher and SENCo will pay particular attention to preparing pupils with SEND, addressing both learning and well- being concerns that may arise.
We work very closely with secondary schools and the Year 6 class teacher will meet with the secondary school's Year 7 coordinator to discuss all of the children and how they can best be supported on transfer to secondary school. Children in Year 6 attend secondary school taster days, which are usually held in July. Vulnerable children are supported on these visits and if necessary, additional visits can be held. Children receive additional transition support where necessary. Further information regarding Tameside's Guide to Applying for a High School Place can be found in the moving on guidance.
https://www.tameside.gov.uk/admissions/ssa
https://www.tameside.gov.uk/TamesideMBC/media/admissions/Moving-On.pdf

What are the admission arrangements for a pupil with SEND?
The Governing Body and staff of Bradley Green Primary Academy support the Special Educational Needs and Disability Act (2014). Therefore, the school is committed to the principles of inclusion, allowing access to education for all children, where this can reasonably be provided.
It is important that the Principal is informed of the Special Educational Needs and/or record of needs of any child as soon as possible so that the school can discuss appropriate arrangements.
The admission of a child with Special Educational Needs will be conditional upon:

- The parents'/carers' full disclosure to the school of the child's disability.
- Appropriate planning by the school. This includes;
- The scheduling of pre-admission meetings to get as full a picture of the child's needs as possible
- Requests to the local authority for additional funding.
- The availability of appropriate facilities within the school. These include both physical facilities and adequate curricular provision.
- The following of procedures set out in any school policies relating to Special Educational Needs.

Further information regarding the admission arrangements of Bradley Green Primary can be found on the School Admission Webpage or within the Admission Policy Document.

Supporting Attendance for Pupils with SEND
The school recognises that some pupils with SEND may experience additional barriers to attendance.
We work closely with pupils, families and relevant professionals to identify and reduce barriers wherever possible. Personalised support plans, reasonable adjustments and targeted interventions may be implemented where needed.
We believe that regular attendance supports positive outcomes for all children and are committed to working collaboratively with families to ensure pupils feel safe, supported and able to access learning consistently.

What if I am unhappy with the support that my child receives at school?
Concerns or complaints should be raised with the relevant member of staff / SENCo in the first instance as soon as possible via the main office:
Email: admin@bradleygreen.org.uk Tel: 0161 368 2166

If concerns are not resolved to your satisfaction then please refer to the Enquire Learning Trust Complaints Policy for further information.

The local authority local offer
Tameside local authority's local offer is published here:
https://www.tameside.gov.uk/localoffer

Monitoring arrangements
This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.
Links with other policies and documents
This policy links to our policies on:

- Positive Behaviour policy
- Equality and Objectives Policy
- Medical Needs policy
- Accessibility policy

Next Review: September 2026
By: Mrs C Ellis SENCo
Mrs V. Cameron, Principal