



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](http://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 aged 3 – 11 years. We believe that every child should be involved in all areas of the curriculum and to that end we offer a broad and balanced curriculum alongside high quality teaching. 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 success for today and the future."*

## What are Special Educational Needs?

A child may have Special Educational Needs if they have a significantly greater difficulty in learning than the majority of their peers, or if they have a disability which prevents or hinders them in making use of educational facilities that are generally provided for other children of the same age.

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There are four main categories for Special Educational Need:

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

It is possible for children to have needs in more than one category.

### **Who should I contact if I have any concerns about my child's 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:

- Mrs Clare Coates, Acting Special Educational Needs Coordinator
- Miss Kirsty Hague, Vice Principal
- Mrs Vicky Cameron, Principal
- Mr Paul Morton, SEND Governor

All can be contacted via the school office (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 half termly basis with the Principal and SENCo – focusing on reading, writing and numeracy.

We have a graduated response which begins with quality first teaching for all children. This means that the class teacher has the highest expectations for all children and that teaching is built upon what your child already knows, can do and understands. Levels of differentiation and challenge are present in all classrooms for all children.

If a teacher or parent/carer continues to have concerns about a child's limited progress then additional strategies will be put in place to support the

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child. If concerns persist then the class teacher will refer to the school Special Educational Needs coordinator (SENCo) who may refer to other professionals for further advice and support.

Occasionally concerns can be raised by parents/ carer's 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 interventions. 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 can include:

- Intervention programmes aimed at closing the gap
- 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

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- 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 the school work with?**

There are a number of agencies who regularly work with us, for example:

- Educational Psychologists
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Integrated Service for Children with Additional Needs (ISCAN):
  - Multi-Agency Autism Assessment Team (MAAT)
  - Healthy Young Minds
- Pupil Support Services:
  - Behaviour for Learning and Inclusion Service (BLIS)
  - Equality Multi-cultural and Access Team (EMAT)
  - Sensory Support Team
  - Communication Language and Autistic Spectrum Support (CLASS)
- Social Services
- Advisory Teachers

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?**

Interventions, additional support and strategies that are put in place are reviewed and evaluated after a period of time to ensure that they are

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effective and relevant to the child concerned, following the Assess-Plan-Do-Review cycle.

### **How does the school work with parents/ carers and children to support learning?**

Parents / carers are regularly updated on the progress of all children throughout the school year through parent consultation meetings and reports. 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.

### **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/sendias](http://www.tameside.gov.uk/sendias).

### **How does the school ensure staff are adequately trained?**

We have highly qualified and experienced staff at Bradley Green Primary Academy. School provides regular training and support to enable all staff to develop the teaching and learning of all children, including those with SEND.

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 need, disability or medical condition.

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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. The class teacher also provides individual pen portraits – a one-page document that summarises students' strengths, difficulties and strategies to use. These pen portraits are used in the planning of the curriculum to ensure all needs are met.

### **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, additionally, we have a disabled toilet / changing room, equipped with a shower. We have access to additional specialist equipment such as hoists via the Health Service. Please see the Accessibility Policy for more information (available on the website).

### **How does the school ensure inclusion for all?**

We aim to offer a wide range of extra-curricular activities which are available to all children, both after school and at lunchtimes. Pupils with SEND are additionally able to benefit from attending residential and other school trips. In these circumstances we ensure a higher adult to pupil ratio and utilise specialist transport.

### **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

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consistent Behaviour policy in addition to an Anti-bullying policy (which can be found on our website).

We encourage children to take responsibility for their actions, to understand the consequences and to put things right. We start each day as a new day, so children know that they can move on.

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

- Emotional support / listening ear from our learning mentor Mrs Vicky Massey
- Enhanced transition provision (e.g. new pupils. school transfers, KS3 transition)
- Yoga
- 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
- 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
- Attendance and punctuality
- Praise, reward systems, 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

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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.

Prospective parents and children are welcome 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.

In Year 5, all parents / carers have the opportunity to visit secondary schools 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 need 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.

### **What are the admission arrangements for a pupil with SEND?**

The school follow the Enquire Learning Trust Admission Policy (which can be found on the website). For pupils with Educational Health Care Plans (EHCPs), parents / carers should make contact with Tameside Special Educational Needs Team in the first instance

[www.tameside.gov.uk/InclusiveServices/Special-Educational-Needs](http://www.tameside.gov.uk/InclusiveServices/Special-Educational-Needs)

### **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. If concerns are not resolved to your satisfaction then please refer to the Enquire Learning Trust Complaints Policy for further information (available on the website).

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Reviewed: 7<sup>th</sup> May 2019  
By: Mrs Clare Coates, SENCo  
Mrs V. Cameron, Principal

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