



Our School SENCo is Miss Caroline Haley.

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SEND Special Educational Needs & Disabilities Learning Support Model

At Bradley Green Primary we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). We recognise that all pupils are entitled to a quality of provision which will enable them to achieve their full potential and enjoy successful and healthy futures.

We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEND pupils. Bradley Green Primary Academy will take steps to prevent disabled pupils from being treated less favourably than other pupils.

In order to promote equality of opportunity for disabled pupils, we will make reasonable adjustments to prevent them from being put at a disadvantage. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and disabilities.

Existing facilities provided to assist access to the school by pupils with disabilities include:

- Wheelchair access onto school grounds from the main entrance
- The building is on one level
- Disabled parking is available near the main entrance
- Wheelchair access into the school is via any main door – doors are fully accessible
- Disabled toilet available near the main entrance

Please also see the Accessibility Policy.

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Curriculum - Access to a broad and balanced curriculum.

All pupils follow the National Curriculum at a level and pace suitable for their ability. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupil needs. At times modifications to the curriculum may be implemented.

To successfully match pupil ability to the Curriculum, Bradley Green Primary continues to be committed to:

- A range of teaching and learning styles.
- Differentiated materials (both for reinforcement and extension).
- Access to ICT.
- Additional in class support.
- Additional out of class support.
- Flexible groupings (including small group work).
- The appropriate use of rewards and consequences.
- Mentoring and counselling.
- Assessment procedures that emphasise pupils' strengths and achievements.
- Preparing pupils for the next stage of their education and embedding life skills.

The SENCO works closely with the following professionals in order to provide the highest levels of support for pupils with SEN.

- ELT SEN specialists.
- SEN Team Tameside LA.
- Educational Psychologists.
- Tameside sensory support service supporting visual and hearing impairments.
- The Health Authority (Clinical commissioning Group).
- Occupational Health/Therapy.
- Speech and Language services.
- The Child and Adolescent Mental Health Service (CAMH's).
- Tameside specialist outreach support services (TSOSS)

School follow an assess-plan-do-review approach. This is a graduated process. Where a child requires significant additional support, above and beyond that provided through Quality First Teaching, parents are consulted and the child will be placed onto the SEN Register (SEN Support). Additional information regarding the provision made for pupils with special educational needs and or disabilities (SEND) can be found within the SEND Policy document. Should a parent / carer have questions regarding your child's needs and the level of support required for your child

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to make progress, appointments can be made with your child's teacher and / or the SENCo via the school office or via the class dojo messaging app. We hope that together we can alleviate concerns and work together to make sure each child is moving towards fulfilling their individual potential and becoming more independent.

A positive and supportive relationship with parents is one of our most powerful resources and has a significant impact upon pupil progress. Primary to Secondary School Transition A successful transition from primary to secondary school is essential. Further information regarding Tameside's Guide to Applying for a High School place can be found here

<https://www.tameside.gov.uk/TamesideMBC/media/admissions/Moving-On.pdf>

<https://www.tameside.gov.uk/admissions/ssa>

As a school we aim to support children with their transition to secondary school. The year 6 teacher and SENCO will have meetings with Year seven leaders, these initial conversations allow staff to share information around the children and their strengths and difficulties. The support for transition depends on the individual needs of the pupil (all children typically have at least 1 day visiting their secondary school during the Summer Term of Y6). Staff provide enhanced transition arrangements for those pupils who require an enhanced transition; this can range from additional visits to the secondary school to 1:1 work with the child, to help them to prepare for this important next step. Typically, the receiving school will be invited to attend SEN review meetings for EHCP children during the Summer Term, to ensure as smooth a transition as possible.

Reviewed: 21.8.24

By: Miss C Haley, SENCo

Mrs V. Cameron, Principal

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