



Special Educational Needs and Disability (SEND) Information Report

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Special Educational Needs and Disability Information Report 2025-26

The School, its Culture and Values

We are a Primary School and admit pupils from age 4 to 11.

Our Ofsted rating is Good. Our most recent inspection was in December 2024. The accompanying letter and previous reports can be downloaded from Ofsted's website, please click the following link for further information [Ofsted | Newbridge Primary School](#)

The values that run through our Newbridge Journey, Key Skills and our Home Learning grids are; **Learning and Communication; Creativity and Imagination; Personal Development; Collaboration; and Citizenship.**

Our aim is to offer a safe and inclusive environment, with the highest standards of teaching and the most inspiring opportunities for learning, facilitated by the whole school community working together. Our vision is that Newbridge Primary School pupils will be academically and socially confident and will take their next steps as caring, creative and healthy young people who will actively and responsibly make a difference to our world.

We celebrate the successes of all pupils and focus on their achievements, rather than their difficulties. We will always keep this in mind, even though Special Education Needs and Disabilities (SEND) provision is often predicated on a *deficit model*, focusing on difficulties and what pupils are unable to do. Where pupils may need additional support to facilitate progress, we build this support around where pupils have existing strengths, for example a preferred way of learning. Specialist assessment may be used to enable staff to personalise a child's curriculum and modify teaching methods.

How does school ensure that children who need extra help are identified early?

Children are identified as having SEND through a variety of ways including the following: -

- Child performing below age expected levels, or making slower rates of progress than peers
- Concerns raised by parents
- Concerns raised by a teacher, for example a change in behaviour or self-esteem is affecting performance
- 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 or other medical professional
- Liaison with previous school or setting, if applicable

Prior to being added to the SEND Register an **initial concerns** process may be initiated. This entails recording the details of the concern and monitoring the impact of any additional support that is put in place.

The **initial concerns** process is explained in more detail on the flowchart in the appendix to this report. If in any doubt, please contact the school!

Who will explain my child's needs and progress to me?

- The class teacher should be your first point of contact for all discussion: they know your pupils best and work with them every day that they are in school. The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening, but need not be) to discuss your child's needs, support and progress.
- For further information in the following members of staff are available to discuss support in more detail
 1. **Alex Bacon – Special Educational Needs Co-ordinator (SENDCo)**. Contact 01225 421675 or email enquiries@newbridge.bathnes.sch.uk to arrange an appointment from **Monday-Wednesday**.
 2. Gill Kennaugh (Headteacher) and Jacky Hansard (Deputy Headteacher)

How will school support my child?

School will always consider the SEND of any pupil carefully, in partnership with parents and – if deemed necessary - a range of external agencies, including Speech and Language, Occupational Therapy, Educational Psychology, and other trained therapeutic providers, for example, Pet Therapy, Play Therapy and Forest School.

School staff will use a range of assessments, both formal and informal to identify areas of concern or possible underlying SEND.

- The class teacher will oversee, plan and work with each child with SEND or disabilities in their class to ensure that progress in every area is made. The SENDCo and class teacher will work together using Bath and North East Somerset (B&NES) Graduated Approach resource to ensure that teaching is closely matched to need.
- The **Social, Emotional and Mental Health Teaching Assistant (SEMH TA)** has dedicated time across the week for informal *drop-ins* to support wellbeing, in addition to longer, planned intervention. Please see the [Supporting our Mental Health and Wellbeing at Newbridge Primary School](#) document for more details.
- Some children are given a School Support Plan (SSP) with specific targets so that it is easy to track progress. These children will also be placed on the Special Educational Needs Register (SEND Register). Pupils who are not on the SEND Register may still be monitored if there are initial concerns raised
- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.
- Some of the teaching assistants in school specialise in a specific area, e.g., as **Emotional Literacy Support Assistants (ELSAs) or Specialist Teachers of Dyslexia**. These staff may work with the class teacher to plan an intervention to meet a child's needs, or they may work with the child themselves.

How are School Governors involved and what are their responsibilities?

- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors, is responsible for SEND, meets regularly with the SENDCo. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be several different levels of work set for the class; however, on occasion, this can be individually differentiated for a specific child. This may entail specialist assessment to identify where a child has strengths as a learner, so that provision can be adjusted accordingly to capitalise on these. Teachers also carefully consider how work is presented to pupils so that it can be easily accessed, e.g., specially-coloured paper to support a pupil experiencing visual stress.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How are the school's resources allocated and matched to children's SEND?

- We ensure that all children with SEND are provided for to the best of the school's ability with the funds available. The school budget, received from the Local Authority (LA), includes money for supporting children with SEND. This is called '*notional SEND funding*'. The head teacher and Senior Leadership Team, in conjunction with the School Business Manager, decide on the allocation of the total budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.
- All resources/training and support are reviewed regularly and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels that it cannot meet, or can no longer meet and where their inclusion in the curriculum has exceeded £6000 in cost, the school applies for an *Education Health and Care Plan* (EHCP) for the child, which may lead to further support being provided by the LA. Parents can also request that the LA carry out an assessment of your child's needs. This is a legal process and you can find more details about this either from the school or from the LA by contacting the [SENDIAS](#) service.
- We also work carefully with the Local Authority (LA) to ensure that we are compliant with the [B&NES SEND Commitment \(Ordinarily Available Provision\)](#). This helps parents and carers know what services that they can reasonably expect to be provided.

How does the school judge whether the support has had an impact?

- By reviewing children's targets and progress regularly and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.
- The child is making progress academically against national/age expected levels, discussed at Pupil Progress Meetings, attended by Class Teachers and members of the Senior Leadership Team.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the SEND Register if this is felt to be appropriate.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- Pupils with EHCPs will have termly meetings with class teachers to discuss targets and progress. You will also be able to discuss your child's progress at parent's evenings.
- You are also welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. Staff are always happy to discuss how well your child is doing; these discussions do not need to be limited to formal meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.

How will you help me to support my child's learning?

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the SEND Register, they will be subject to interventions which will have individual / group targets. This will be discussed with you on a termly basis. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. Recommendations from external agencies, e.g., a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If your child has complex SEND or a disability, they may have an EHCP which means that a formal meeting will take place annually to review your child's progress.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

How do you measure my child's progress?

We actively encourage you to ask about your child's progress and how this can be supported at home.

- As a school we measure children's progress in learning against national age-related expectations. With pupils with SEND, it is also important to take in to account their starting points, as this may be significantly different from their peers.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track progress from their admission through to Year 6, using a variety of different methods, including National Curriculum expectations and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid them.
- When a child's progress is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- Every child is offered the chance to attend Breakfast Club in school to help children socialise, develop life skills and independence. It also helps children start the day in a positive way.
- The class teacher has overall responsibility for the pastoral, medical 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 for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.
- The SEMH TA has a specific role in supporting pupils identified as needing additional support, either through informal check-ins, or a more formal, planned approach.
- 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, with key information shared at daily and weekly briefings. All staff recognise the impact on pupils' wellbeing of being *emotionally-available*.
- Two members of staff are trained as ELSAs and support children across the school week.
- The SENDCo is also THRIVE Trained.
- Sometimes the school will get support from elsewhere e.g., the School Nurse. Where necessary, referrals may also be made to CAMHS (Primary Child and Adolescent Mental Health Services) or other external organisations.
- The SENDCo is the Senior Mental Health Lead within school and can access further support, including staff training from B&NES Public Health Teams
- For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- First Aid staff administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the welfare assistant in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour policy that is pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the Attendance Officer/ Deputy Headteacher. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- If a child is at risk of exclusion, additional support is sought from external specialists to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child could do differently next time to avoid a repeat.
- We provide specific support at the start of the day
- The SENDCo is a member of the EBSA (Emotional Based School Avoidance) Steering Group and is involved in piloting new initiatives across B&NES to support attendance. How will my child be able to contribute their views?
- At Newbridge Primary School, pupil voice is at the heart of our Curriculum. Our Junior Leadership Team (formerly School Council) provides a link between the children and the rest of the school community and are ambassadors for our school.
- Children discuss their targets with their class teacher or as part of their intervention group.
- If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

What specialist services and expertise are available at or accessed by the school?

- The SENDCo is a qualified SEND Co-ordinator (Post Graduate Certificate).
- The SENDCo and one other member of staff have a Post Graduate Certificate in Specific Learning Difficulties (SpLD/Dyslexia)
- The SENDCo has received Mental Health First Aid Training to complement THRIVE and Attachment/Early Life Trauma qualifications. They are also trained as the Senior Mental Health Lead
- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, Play Therapist, and the Primary Child and Adolescent Mental Health Service (CAMHS).
- The B&NES 'Local Offer', local information for families with a child or young person with additional needs, a special educational need or disability is available at <https://www.rainbowresource.org.uk/>

What training have the staff supporting children with SEND, had or are currently having?

- All of our teaching assistants have had training in delivering Phonics, along with some other reading, spelling, phonics and multi-sensory programmes.
- Some of our teaching assistants have been trained in Precision Teaching, a specific way of supporting children with SEND.
- We have two members of staff who have had training in delivering Speech & Language programmes planned by a Speech & Language Therapist.
- We have two members of staff who are ELSA trained.
- The SENDCo, is Thrive Trained

How accessible is the school environment?

- We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. Our site is relatively wheelchair friendly however, we do have a lot of steps to access some playgrounds and the upper school is split over two floors – all upper school classrooms except one are accessed by steps. We have a generally flat site. We have toilet facilities adapted for disabled users and wide doors in most of the school. Handrails are available on the stairs to aid those who may need assistance and white or yellow lines demarcate most of the steps. If a child is due to attend the school and has specific requirements an Occupational Therapist and/or a member of the Sensory Support Service will visit the school to make recommendations of how the school site needs to be altered.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us. Induction for all Early Years children takes place in Terms 6, and usually a two hour visit to the school, accompanied by a parent and an hour long visit from the child by themselves takes place. Some children may require extra visits, the class teacher or SENDCo will be able to arrange this. Reception teachers also visit pre-school settings to observe children and discuss their early years' progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available to support your child to settle into school. For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENDCo are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible.

- For children with SEND or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- All pupils can access additional transition support, overseen by the SENDCo and ELSAs in Term 6 of the academic year
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

As a parent or carer of a child at Newbridge Primary School, you automatically become a member of the NPSA (Newbridge Primary School Association). You are also welcome to attend any meeting of the Parents' Forum for SEND.

- We have 'Parent Evenings' during which parents are invited to offer their comments and opinions.
- Parents are regularly invited into classes to see pupils' books.
- Parents are also welcome to help out as volunteers, for example, on School Trips.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENDCo.
- Look at our SEND information on our [website](#).
- You may also want to get some advice from the SENDIAS. More information can be found in the SEND Policy on the website.

Who should I contact if I am considering whether my child should join the school?

- Contact the school office, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENDCo who will discuss how the school could meet your child's needs.

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- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

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- We write social stories with children to help explain and prepare them for any major transition.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- All pupils can access additional transition support, overseen by the SENDCo and ELSAs in Term 6 of the academic year
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

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- Parents are regularly invited into classes to see pupils' books.
- Parents are also welcome to help out as volunteers, for example, on School Trips.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- The Parent's Forum for SEND.

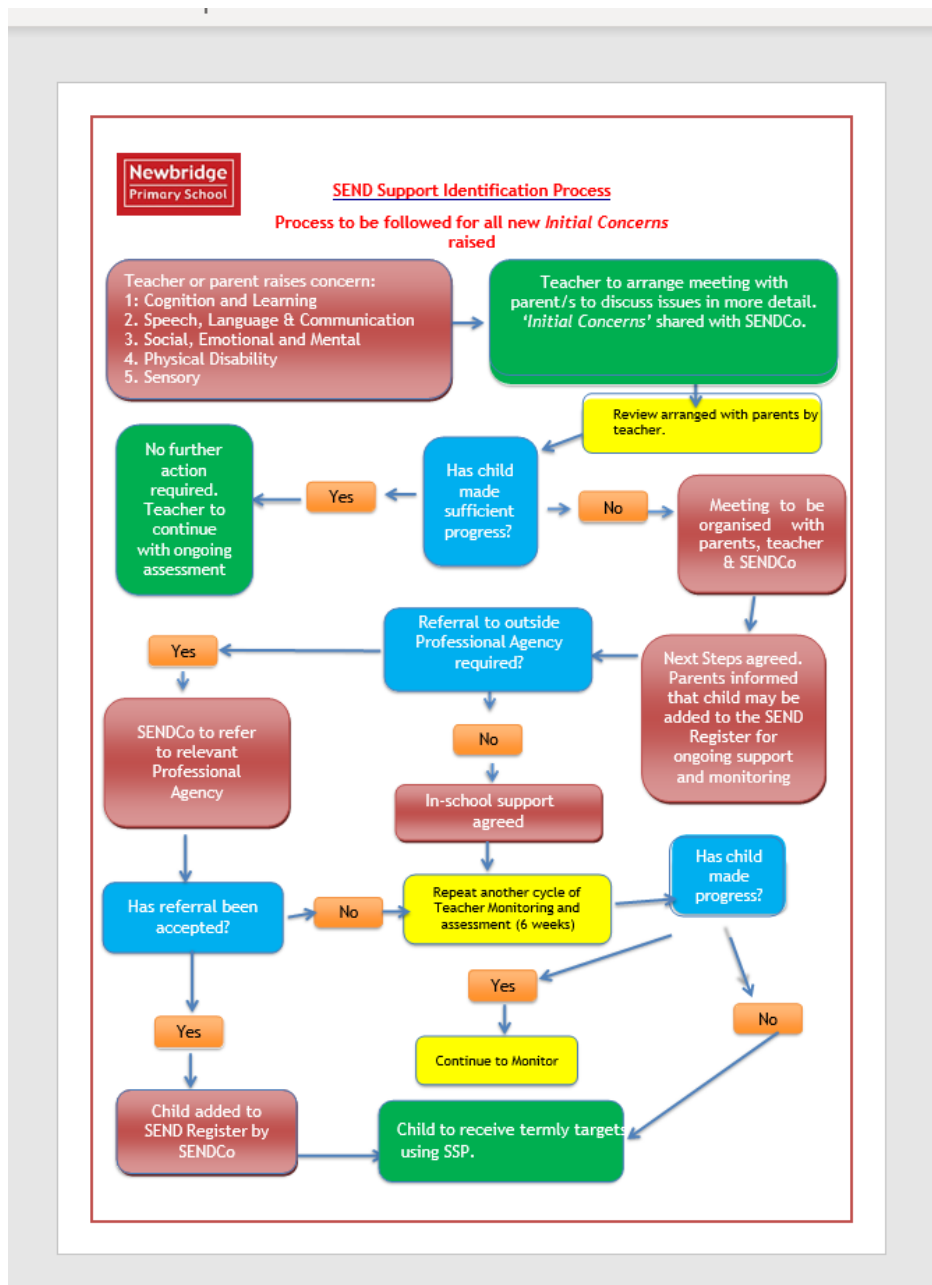
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- You may also want to get some advice from the SENDIAS. More information can be found in the SEND Policy on the website.

Who should I contact if I am considering whether my child should join the school?

- Contact the school office, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENDCo who will discuss how the school could meet your child's needs.

Appendix 1. Initial Concerns Process Flowchart – This is available on the [SEND page](#) of the school website.



Appendix 2

Glossary of SEND Terms and Acronyms

This glossary explains the acronyms and key Special Educational Needs and Disabilities (SEND) terminology used throughout this document. It is intended to support parents, carers, and other readers by providing clear, plain-language definitions.

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- **CAF – Common Assessment Framework**
A coordinated plan used to support a child and their family when a range of needs are identified. It involves different professionals working together and is led by a named *Lead Professional*.
 - **CAMHS – Child and Adolescent Mental Health Services**
NHS services that support children and young people with mental health and emotional wellbeing needs.
 - **Differentiation**
Adjusting teaching methods, tasks, or resources so that all pupils can access learning at an appropriate level for their needs.
 - **EBSA – Emotionally Based School Avoidance**
When a child experiences difficulty attending school due to emotional or anxiety-based reasons.
 - **EHCP – Education, Health and Care Plan**
A legal document for children with significant and complex needs. It sets out the support a child must receive from education, health, and social care services.
 - **ELSA – Emotional Literacy Support Assistant**
A trained teaching assistant who provides support to help children understand and manage emotions, develop self-esteem, and build positive relationships.
 - **EP – Educational Psychologist**
A specialist professional who assesses children's learning, behaviour, and emotional development and provides advice to schools and families.
 - **Graduated Approach**
A step-by-step method of support used in schools: *Assess, Plan, Do, Review*. Support is increased or adapted based on the child's progress.
 - **LA – Local Authority**
The local council responsible for education services, including SEND support and Education, Health and Care Plans.
 - **Lead Professional**
The main professional responsible for coordinating support for a child and family, particularly when a CAF is in place.
 - **Local Offer**
Information published by the Local Authority outlining services and support available for children and young people with SEND and their families.
 - **Notional SEND Funding**
Funding allocated to schools by the Local Authority to support pupils with SEND, up to a specified amount per child.
 - **OT – Occupational Therapist**
A health professional who supports children with physical, sensory, or coordination difficulties that affect everyday activities and learning.
 - **Precision Teaching**
A structured intervention approach involving short, targeted learning activities to support pupils with SEND.
 - **SaLT – Speech and Language Therapist**
A specialist who supports children with speech, language, and communication difficulties.
 - **SEMH – Social, Emotional and Mental Health**
An area of SEND relating to a child's emotional wellbeing, behaviour, and mental health.

- **SEMH TA – Social, Emotional and Mental Health Teaching Assistant**
A teaching assistant who provides targeted emotional and wellbeing support.
- **SEND – Special Educational Needs and Disabilities**
A term used to describe children who need additional or different support to help them learn due to learning difficulties, disabilities, or health needs.
- **SENDCo – Special Educational Needs and Disabilities Co-ordinator**
The teacher responsible for overseeing SEND provision in school, supporting staff, liaising with parents, and coordinating external support.
- **SEND Register**
A confidential list of pupils identified as having SEND and receiving additional or different support.
- **SENDIAS – Special Educational Needs and Disabilities Information, Advice and Support Service**
A free, impartial service providing advice and support to parents and carers about SEND processes and rights.
- **SMART Targets**
Targets that are *Specific, Measurable, Achievable, Realistic, and Time-bound*.
- **Social Stories**
Short, personalised stories used to help children understand routines, changes, or social situations.
- **SpLD – Specific Learning Difficulty**
A difficulty affecting a specific area of learning, such as dyslexia or dyscalculia.
- **SSP – School Support Plan**
A document outlining a child's individual targets, strategies, and support provided in school.
- **THRIVE**
A therapeutic approach used in schools to support children's social and emotional development.

This appendix should be read alongside the school's SEND Information Report and SEND Policy.