

SEND Handbook and Information Report 2023-2024



**'A relentless, urgent and collective focus
on achievement for all'**

**This handbook is a guide for parents/ carers and teaching staff on
how the SEND Policy is implemented in our school**

'Working together to grow confident, ambitious learners'

First Steps To Next Steps
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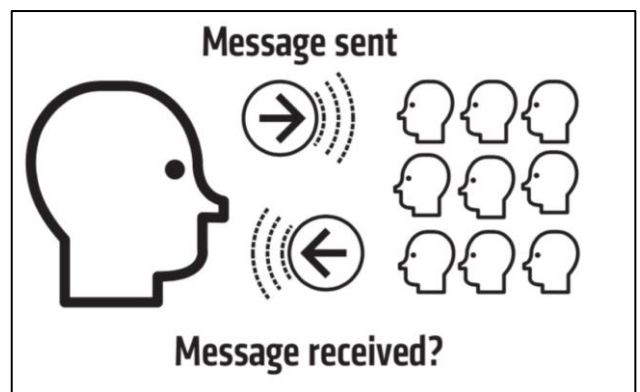
bridgelearningcampus.org.uk

At Bridge Learning Campus (BLC) our vision for our children is to improve the quality of schooling and outcomes for all children and young people by seeking to overcome social disadvantage and bring about social cohesion and equality. Inclusion is the principle of bringing people together, whatever their background or current levels of attainment, such that they can learn and participate together as far as is reasonably practicable.

In order to ensure that our children become confident, ambitious learners the team around your child need to have high expectations around what your child will achieve in the short, medium and long-term because learning is a journey that should never end – we can all improve and learn more. For this reason, the team around your child at BLC will always demonstrate through action a relentless, urgent and collective focus on achievement for all of our pupils regardless of starting point or need.

Our core educational offer for all pupils includes but is not limited to:

- A rigorous and sequential approach to the curriculum with a long-term approach to learning over time
- All staff demonstrating through actions a culture of belief that everyone can achieve, succeed and master the taught curriculum
- Teaching and learning which draws on cognitive learning theory and is demonstrated through action
- An explicit instruction approach to teaching and learning which is implemented consistently and reflectively by all members of staff ‘I do, we do, you do.’. This will ensure that children are clear what they need to do; have been shown how to do it; have appropriate scaffolds when needed and receive effective feedback to keep on track
- Regular, reflective, purposeful use of assessment for learning to ensure that teaching is effective so that children are successful
- All children actively engaging throughout the learning journey
- A proactive and positive approach to behaviour management
- A collective approach to ensuring that children ‘keep-up’ with their learning as a result of well-planned and strategically implemented high-quality instruction.



How does this this translate into a vision for SEND?

As a school in Bristol, our pupils are supported by the Bristol SEND Local Offer which can be found [here \(https://www.bristol.gov.uk/bristol-local-offer\)](https://www.bristol.gov.uk/bristol-local-offer).

Pupils' development is not linear. SEND is not a fixed or permanent characteristic; it is a recognition that at a specific time a child has additional learning needs. National data shows that by the end of Year 11, 44% of pupils had been classified as having SEND at some point in their schooling but only around 15% of pupils are considered to have had SEND at any one time. As pupils develop, the complexity of their needs will change. Some pupils

might not have SEND to begin with but will develop SEND as they mature. Others who are considered to have SEND at the beginning of their lives may no longer have these needs later in life.

Our SEND offer at BLC includes but is not limited to:



- **An understanding of when we need to watch and wait Vs intervening for a time-limited period.** When children begin their school journey they may have not been exposed to the same learning and developmental opportunities as their peers; when given these opportunities they may catch-up very quickly as a result of high-quality, effective teaching. Likewise, when children begin school in EYFS they may have had less time to be exposed to the experiences that their peers have – national data shows that ‘summer born’ children are less likely to achieve their developmental milestones at the end of Reception. The fact that they are not yet at the level as some of their peers may be simply mean they need a bit more time to get to this point but that they are working at the appropriate point for their age and stage of development. In watching and waiting for a time limited period we avoid ‘labelling’ children unnecessarily.
- **Early and urgent identification of needs for those pupils who are struggling to achieve.** Using the ‘assess plan, do, review’ approach is key to meeting the needs of pupils with SEND so that a nuanced and detailed support can be put in place. The earlier we intervene the more likely we are to enable these children to ‘catch-up’ (this may involve a differentiated approach rather than a scaffolded approach for some children who are working at tier 3 or tier 4 in our graduated approach)
- **Strategic and effective deployment of additional adults through small group and 1:1 intervention and through in class support where appropriate.** The needs of most children at tier 2 and 3 can be met in-class through high-quality scaffolds which fade as children become more confident in their learning. The aim of support at any time should be to enable the child to become independent from, not reliant on, adult support to achieve and succeed as a confident, ambitious learner. At times children do benefit from scaffolding from an adult in a small group or 1:1 intervention to enable them to catch-up quickly. In school, the class teacher will work with senior leaders, including the school SENDCo, to ensure that when this is needed it is provided and does not narrow the curriculum in other areas for longer than needed.
- **High quality language and communication is prioritised to facilitate effective curriculum access.** To become successful, children need to be able to confidently communicate with their peers and adults. If children cannot communicate and interact effectively learning in other areas will be greatly impeded therefore this must be prioritised.
- **Input from parents and professionals is sought where appropriate and needed.** A collective response to supporting all children is essential to make sure that we have a fully-rounded view of strengths and needs. By working closely with parents and other professionals we can accurately assess where a child is and what support they need.

The 4 broad areas of SEND needs

Definition of SEND

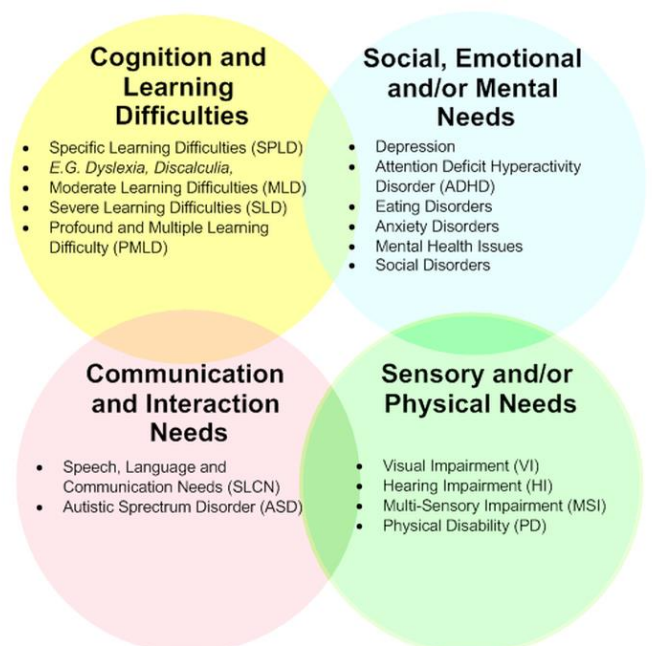
High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils need something **additional to** and **different from** what is provided for the majority of pupils. This is what is meant by special educational provision.

At BLC we are a mainstream primary school. We support pupils with moderate and severe needs, not profound needs, across the four broad areas of need which are detailed in the SEND Code of Practice, 2014: **'Communication and Interaction'**, **'Cognition and Learning'**, **'Social, Emotional and Mental Health'** and **'Sensory and/ or Physical'**.

The four broad areas of need give an overview of the range of needs that a child may have, they are an indicator of the different needs that should be planned for. The purpose of identification is not to give the child a 'label' as in practice children may have needs that span across all four areas and we know from working and listening to children and their families that every child is different.

By considering the four broad areas of need, within a graduated approach teachers and leaders can assess needs and work with parents/carers and the children to co-produce a plan of support.

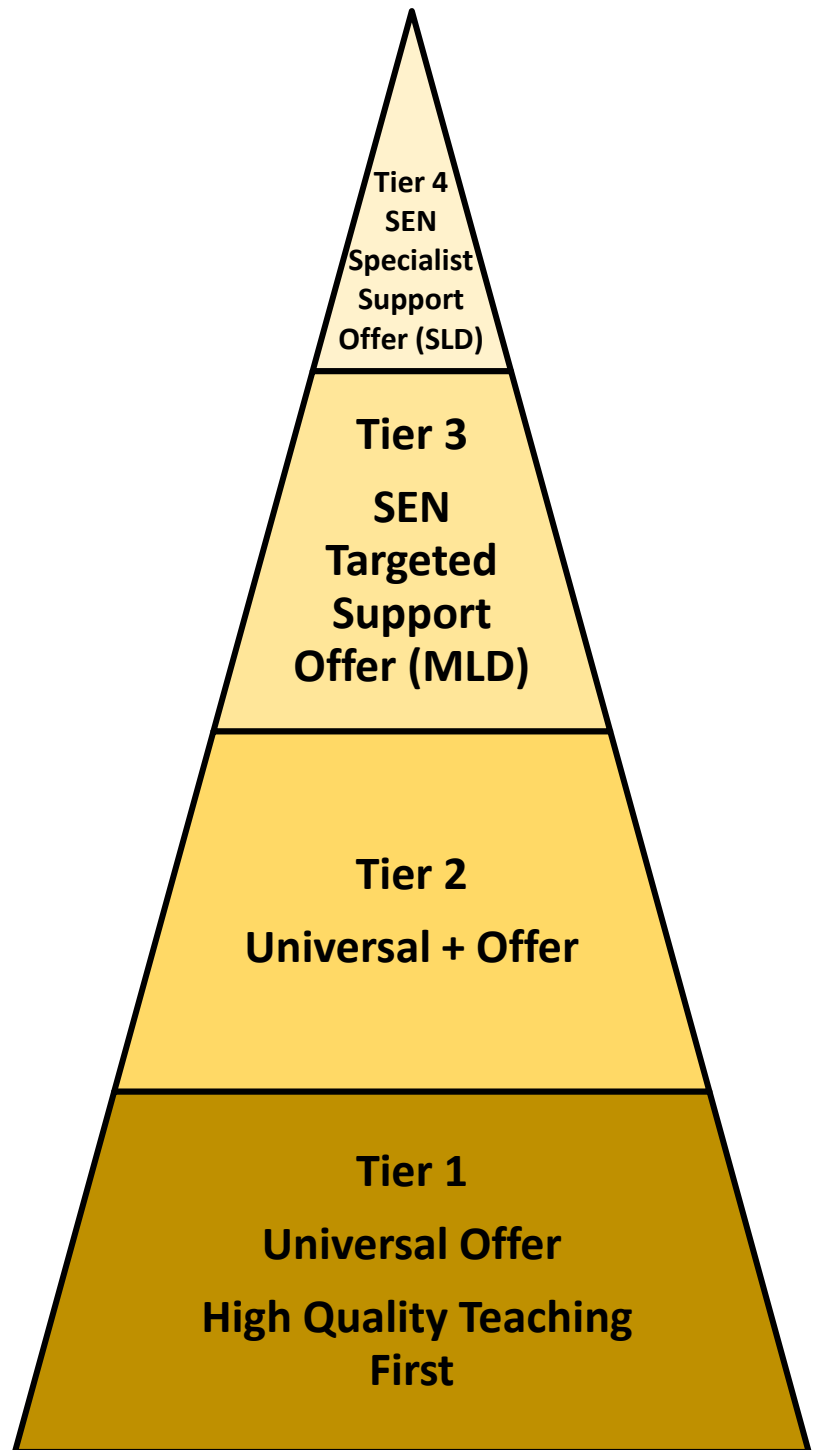
Children may have needs across more than one category, called co-presenting needs. They may also have medical needs that require support and intervention. Considering primary needs is important and a useful first step, but we know a more detailed understanding of an individual child is required for action to be beneficial. Teachers and leaders should understand the individual characteristics of a child's needs, and how these relate to their classroom environment and the content that they are teaching. What is key is understanding the specific barriers children face to learning and what they need in order to thrive.



Tiers of support to support a graduated approach to SEND

Across the broad area of needs there are learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties. At BLC we know and believe that it is important to see beyond the label and assess the needs of the individual, taking action to remove barriers to learning and therefore support them to make progress and secure good outcomes. It is also important to support children with any learning needs to become as independent in their learning as possible and not be overly reliant on adult support. Preparing for adulthood from the earliest years is a key principle of the 2015 Code of Practice and it is important that all teachers enable children to have the information and skills they need to help them gain independence and prepare for adult life. Many children at various points in the schooling show a slower rate of progress than their peers, which can be due to a range of factors. It cannot be assumed that they have a special educational need as their rate of progress, over time may increase through high quality teaching and differentiated in-class support.

The initial starting point for success in school always has to be high quality teaching first, this is why our universal offer for all pupils begins with teaching and learning based in explicit instruction.



According to the SEND Code of Practice, 'a child or young person has SEN if they have a learning difficulty or disability' that calls for provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools. At BLC, if and when a child is identified as requiring additional support in order to be successful in the learning the class teacher will inform and involve you in the process whilst working with the SENDCo/Deputy SENDCo to decide what tier of support is required to support the child's needs. Within each of the tiers of support there will then be a tailored support plan as part of the assess, plan, do, review cycle.

Tier 1 Universal Offer – High Quality Teaching First

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

- Section 6.37, Code of Practice 2015

- Values led approach to school and classroom culture: respect, understanding, perseverance and pride which are explicitly taught and reinforced positively
- High expectations for all
- Teacher-led learning focussing on demonstration, guided practice and independent practice.
- Effective and specific feedback which enables and secures progress
- High-quality, effective scaffolds and models which fade at an appropriate rate to secure independent application and demonstrate mastery
- Explicit instruction used as the approach to teaching and learning to enable mastery
- Explicit teaching which constantly checks for understanding and is reactive to the needs of children so that gaps in learning and/ or misconceptions are addressed
- Explicit teaching and reinforcement of positive behaviours and behaviour for learning
- Teaching content is introduced progressively and constantly demands more of pupils, develops independence and builds confidence
- Flexible groupings to meet the needs of pupils at each of the stages of practice
- Spoken and written language is appropriate for age and stage of development and is supported through visuals
- Social communication and multiple opportunities to read are integral to teaching and learning
- All teaching sessions have a clear structure and involve multiple opportunities to practice and demonstrate understanding
- An expectation, and numerous opportunities, for all pupils to be actively engage throughout the session
- Activities which are accessible independently and enable children to practice and master taught learning
- Classroom environment and resources are organised to promote access to high quality teaching and independence
- Children are taught to seek clarification and ask questions
- Visual timetable to support structured and consistent days
- Access to extra-curricular activities
- A warm and welcoming classroom where resilience is encouraged
- A PHSE curriculum which encompasses mental health and well-being

Tier 2 Universal + Offer

(children at risk of falling behind age and stage related expectations in some areas)
needs met at class level/ with support where needed

Children working at this level may be supported through:

- Additional or adapted scaffolds/ scaffolds used for longer to secure understanding before fading
- Additional or adapted guided practice to secure understanding before moving to independent application
- Adapted questioning
- Pre/post teaching to enable children to access learning in the classroom or address misconceptions before the next session
- Additional or adapted 1:1 reading/ key word recognition
- Additional or adapted phonics booster sessions
- Additional or adapted behaviour scaffolds
- Additional communication between home/school
- Support during unstructured times in class or at break time/ lunchtime

Tier 3 SEN Targeted Support Offer (MLD)

(Screeners and data indicates that the child is working below the age and stage expected standards in one or more of the areas of need)

Children working at this level will have SEND Dept involvement, and 'Support Plan' will be established. In addition to in-class scaffolds, these children may be supported by:

- Assessment by: Bristol Autism Team, Early Years Team, SALT, OT, Ed. Psychologist
- School Nurse referral
- TAC/ TAF
- Access to SEN interventions e.g. MELSA/ELSA, Attention Autism, SALT intervention, SEMH Therapy/ Intervention
- Adapted timetable
- Personalised resources
- SEND dept observation
- Morning 'meet and greet'

Tier 4 SEN Specialist Support Offer (SLD)

(Screeners and data indicates that the child is working well below the age and stage expected standards in one or more of the areas of need)

Children working at this level will have SENDCO involvement, and 'Support Plan' will be established. These children may be supported by:

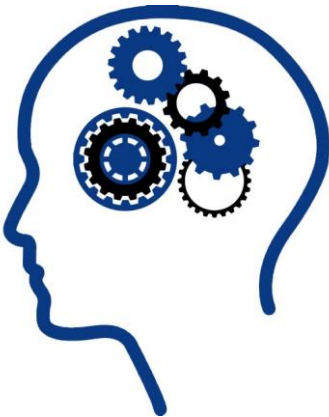
- EHCP is in place/ Application for EHCP is underway
- Top Up Application
- A range of external services are involved : SALT, OT, Ed. Psychologist
- Personalised interventions in-line with EHCP needs
- 1:1 support/ higher group ratio

Cognition and Learning

Within the code of practice cognition and learning is defined as follows:

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'

Cognition and learning needs generally account for difficulties in curriculum-related areas such as:



- reading, writing and spelling
- numerosity
- comprehension
- processing difficulties such as sequencing, inference,
- coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties

Some of the adaptations/ interventions we make use include:

- additional time to process
- visual clues and prompts
- additional scaffolds related to the learning taking place
- visual timetables
- social stories
- coloured paper/ overlays
- reading interventions

More detailed information from the Bristol inclusion toolkit relating to how we assess and support children with cognition and learning needs through the graduated approach can be found [here](#)

<https://www.bristol.gov.uk/files/documents/4047-send-workforce-development-offer-for-bristol-schools/file>

Communication and Interaction

Within the code of practice communication and interaction is defined as follows: *‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’*

Children and young people with ASD, including Asperger's Syndrome and Autism, are also likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Autism is a spectrum and CYP with autism can be cognitively very able.

Communication and interaction needs could include:

- difficulties with producing or responding to expressive or receptive language
- difficulties uttering speech sounds
- difficulties understanding spoken and other communications from others
- difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play



At BLC we always refer back to the Bristol Inclusion Toolkit to support us to make decisions about how we assess, review and adapt provision for pupils who may/ we have assessed have a need relating to SLCI. Some of the adaptations/ interventions we make use include:

- simple instructions
- clear, consistent instructions
- visual timetable
- additional scaffolds
- a range of interventions for SLCI including Talk Boost, Speech/ Language activities, Attention Autism

More detailed information from the Bristol Inclusion toolkit relating to how we assess and support children with cognition and learning needs through the graduated approach can be found [here](#)

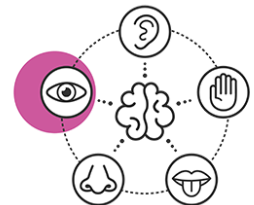
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Sensory and/or physical needs

Within the code of practice sensory and/or physical is defined as follows:

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.'

Physical and sensory needs cover a wide range of medical conditions in addition to those mentioned above. Some children with physical disabilities may be very cognitively able so the levels of support must be tailored to a person-centred needs analysis of each child's needs and preferences, considering the views of children and their families.



We strive to make our school accessible for all: Our building and grounds are wheelchair accessible. There are disabled toilets for children and adults. We also have changing facilities and a shower. Our school accessibility plan can be found on our school website underneath the additional needs and inclusion tab.

At BLC we always refer back to the Bristol Inclusion Toolkit to support us to make decisions about how we assess, review and adapt provision for pupils who may/ we have assessed have a need relating to sensory and/ or physical needs . Some of the adaptations/ interventions we make use include:

- positioning in the classroom
- wobble cushions/ boards
- pencil grips
- sensory circuits
- headphones

More detailed information from the Bristol inclusion toolkit relating to how we assess and support children with cognition and learning needs through the graduated approach can be found [here](#)

<https://www.bristol.gov.uk/files/documents/4047-send-workforce-development-offer-for-bristol-schools/file>

Social, Emotional and Mental Health

Within the code of practice social, emotional and mental health is defined as:

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

Children may experience a wide range of social and emotional difficulties which can present themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging behaviour. These behaviours may reflect a range of underlying issues such as anxiety or depression. Other children and young people may have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD).



We know that poor SEMH may be an indicator of a safeguarding concern, and vice versa, that a safeguarding concern can lead to affected mental health so we take a contextual Safeguarding approach to SEMH needs.

It is important to recognise that these difficulties may reflect other underlying special educational needs or difficulties from other categories of need. Presenting 'behaviours' should always be considered as a symptom of a potential underlying need. Separating the behaviour from the child or young person is crucial by applying a 'what's happened (or happening) to them' rather than 'what's wrong with them' approach. We take a pro-active approach in teaching both children and staff about mental health so that they have the understanding and awareness of both good and poor mental health. We aim to give children and staff the strategies and skills to support mental health.

SEMH within the curriculum

The PSHE Jigsaw curriculum ensures that SEMH is a key factor embedded within the scheme. Delivery of this scheme ensures that all children from Reception to Y6 develop these skills needed for good SEMH.

In addition to Jigsaw, BLC actively engages in a range of additional activities such as: anti-bullying week, E-Safety week, charity events, Safeguarding assemblies and events within our approach to personal development and SMSC which are aimed at supporting and raising awareness of positive SEMH.

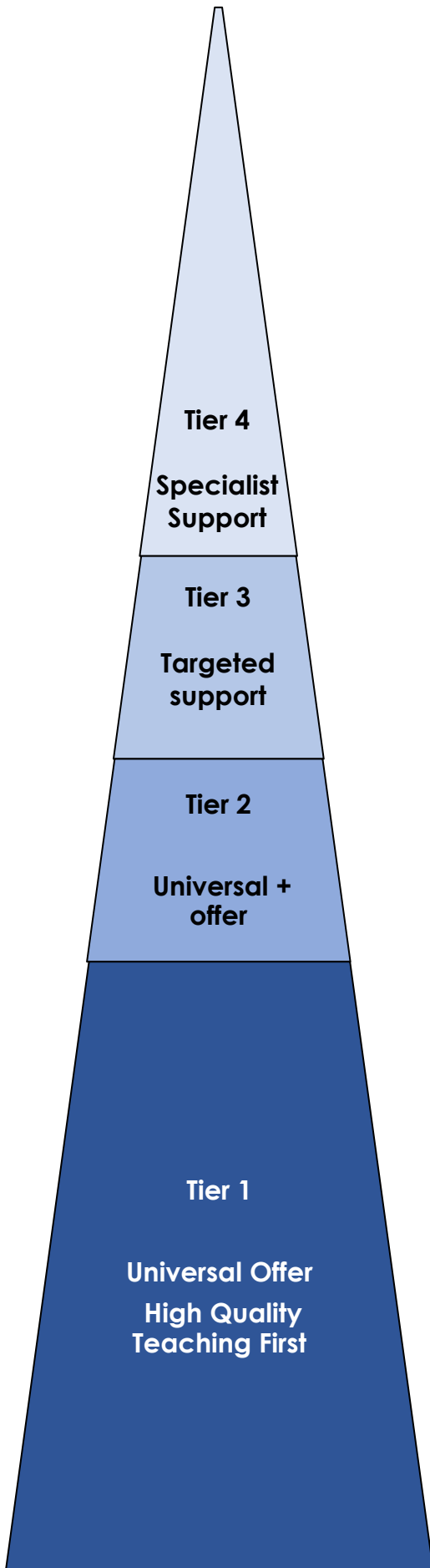
Identifying and supporting Mental Health

Staff at BLC are trained regularly to recognise the signs of poor SEMH in others, and how to best support them. We work with outside agencies to support children in the diagnosis and support of their mental health needs; Primary Mental Health specialist, CAMHS staff, family support workers & social workers, doctors and educational psychologists.

In school, when staff identify that a child may need some additional support with their SEMH needs they are referred to the pastoral team. The Lead for Pastoral will decide if further agency support is needed in conjunction with the DSL and will refer on, or, if support can be offered in school by the pastoral team. An Emotional Literacy Support Assistant (ELSA) can provide support to individuals. They will work with the child over a set number of weeks to develop skills, understanding and resilience.

At BLC we always refer back to the Bristol Inclusion Toolkit to support us to make decisions about how we assess, review and adapt provision for pupils who may/ we have assessed have a need relating to sensory and/ or physical needs . Our tiered approach is detailed below. More detailed information from the Bristol inclusion toolkit relating to how we assess and support children with cognition and learning needs through the graduated approach can be found [here](#)

<https://www.bristol.gov.uk/files/documents/4047-send-workforce-development-offer-for-bristol-schools/file>



Few – tier 4

Pupils receiving tier 4 support will have involvement from the SENDco as well as the pastoral care lead and will either have, or will typically be working towards an EHCP as part of the school graduated response– parents are informed and meet the class teacher and SENDco/ pastoral care lead regularly to discuss progress to objectives.

- External agencies contacted – PMHS / CAHMS / GP
- Educational psychologist

Some – tier 3

- SEND/ SEMH provision plan completed by class teacher, SENDCO and parents/carers and regular reviews
- External agencies contacted for support and advice
- Behaviour support advice/ observation
- School nurse referral
- Education Welfare Service contacted if attendance is affected by mental health
- Additional provision MELSA, ELSA, Lego Therapy

Tier 2

- ELSA/MELSA provision in school with ELSA/MELSA
- Lego therapy intervention
- Sensory circuits
- Meeting with parents/carers to discuss concerns and provision

Tier 1

- Mental Health embedded within PSHE curriculum and additional opportunities e.g. Anti-Bullying week
- Safety and well-being curriculum delivered through whole school, phase and class assembly's
- Policies support good mental health practice e.g. Equalities Policy, Anti-bullying.
- Zones of regulation
- Staff are trained to identify when children might have poor mental health, and how this might be an indication of a safeguarding concern
- School environment is welcoming, modern and well-equipped- This is consistent throughout
- Positive relations with children are formed quickly
- Positive relationships with parents and carers formed

Bridge Learning Campus SEND Graduated Approach

The SEND graduated approach is the system by which all schools should assess the needs of children, and then provide appropriate support. At BLC, as in all schools, the system should follow four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**.

This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas of need e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to refine/ further develop or fade the support for the child in response to their needs and the progress being made by them.



What are the barriers to learning that the pupil is experiencing and in which subjects?	What are their strengths, interests, and aspirations?
What support do they need to access the curriculum?	How can the school's provision be improved to support this pupil to learn?

Assess

The class teacher, working with the SENDCO, discusses the child's needs and creates a baseline assessment by which progress will be measured. We will always include the child and parents as part of this process to ensure that as much information as possible is gathered and to ensure that everyone is clear what the needs are and how we will work to address these. Parents are consulted and asked to contribute to

any assessment via a meeting with the class teacher around what they see at home, what the child is telling them about their experience in school. The assessment should be reviewed regularly, with specific dates set for the next review. During the assessment the child's views are listened to: what do you struggle with, what is going well? What would help you?

Plan

A PLP of additional support is drawn up for the child using the schools 'PLP (appendix 1) or SEND support plan (Appendix 2). The teacher and parents should agree what progress they hope will be made (outcomes), and by what date (deadlines). This PLP is shared with pupils in an appropriate way.

Do

The child is given extra support, undertaken under the supervision of the class teacher.

Review

The frequency of review should be in-line with the level of additional support/ intervention given, it should be no longer than 4 monthly. This will enable most plans to be review at MALS/ SENDCO and at parents evenings with parents. The plan is reviewed with the pupil in an appropriate way – outcomes will be RAG rated / scored via Edukey.

Minimum Review Timelines

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Internal monitoring		MAL Review 1		MAL Review 2		MAL Review 3
Parent review	Parents' Evening			Parents' Evening		End of year review

Who is responsible for SEND at BLC

At BLC we believe that every leader is a leader of SEND and every teacher is a teacher of SEND. Every child is an individual and we work together as a team to ensure that the needs of every child who attend our school are met. During their time in school children may be supported by a number of adults including but not limited to:



Class teacher: The class teacher is responsible and accountable for the progress and development of *all* pupils in their class including where pupils access support from a TA or a specialist member of staff. The class teacher should work closely with other professionals, including SENDCO, and support staff who have lead responsibilities for broad areas of need within the school etc. to ensure that the curriculum offer meets both the needs of the child and is ambitious. It is also the responsibility of the class teacher to talk to parents as needed regarding the needs and progress of their child. More information about the role of the class teacher in meeting the needs of pupils with

SEND can be found [here](#)

<http://complexneeds.org.uk/modules/Module-1.2-The-legislative-context-edition-2/All/downloads/m02p025c/teacher.pdf>

SENDCO: At BLC the SENDCO is Ms Treneman and Deputy SENDCO is Ms Moysey, who are responsible for ensuring the delivery of the SEND strategy at BLC. This includes ensuring the correct support is in place for all children who have an SEND need including children who require specialist support (tier 4) and either have an EHCP or school and parents have agreed that the child is on the pathway to needing an EHCP. The SENDCO will be the lead professional working with teachers, parents and external agencies to ensure that the correct provision is in place to meet the needs of the child. It is the responsibility of the SENDCO to:

- work with teachers and leaders to secure staff training on training to support SEND pupils.
- support and work with class teachers, parents and SENDCO in deciding which tier of support a child's needs are best met through and what addition scaffolds and support may be needed.

- support teachers to use the SEND toolkit to create appropriate support plans for children where needed.
- monitor and ensure the correct provision is in place for those children who are currently identified as working at tier 2 or tier 3.
- ensure that parents have clear information on the needs of children who are currently on the SEND register and that parents have been actively involved in the planning next steps.
- work with other professionals and external agencies to secure the correct provision for children on the SEND register.
- accurately maintain the SEND register in school and to work with other senior leaders to identify trends and training needs and to respond to these co-ordinate, monitor and ensure that the correct provision is in place for children working at tier 4.
- liaise with parents, the class teacher and other professionals who are working with the child/ family.
- make and follow-up on referrals to external agencies including supporting teachers to ensure that recommendations are implemented.
- ensure that records of pupils working at tier 4 are up to date.
- work with SENDCo and other senior leaders to ensure that staff CPD meets the needs of the pupils on role.
- support transition for pupils working at tier 4 who will be joining the school in future are moving on to another school.

Arrangements for handling complaints

If you have a concern or a query the first point of contact is always your child's class teacher as they are the person who know your child the best. The next point of contact is the SENDCO, if you have a concern please see the school office to book in a meeting to discuss this.

How will the curriculum be matched to meet my child's needs?

When class teachers are planning their lessons, they think about the needs of *all* the children in the class. They may adapt and differentiate their plans in order to enable all pupils in the class to access the lesson and make progress in skills and knowledge. The aim is for all children to work on the same learning objective, but learning outcomes or resources may be adapted according to need for individuals or small groups of children.

How does the school support pupils with SEND who are looked after/ previously looked after?

Section 19 of the Children's and Families Act 2014 is clear that when supporting young people with SEN, the authority must have regard to the need to support and help them to achieve the best possible educational and other outcomes. At BLC the SENDCO will work closely with the class teacher, and the virtual school to ensure that needs are accurately identified and supported and that their SEND plan works alongside the PEP.

Appendix 1 - PLP example

SEN/additional needs/EAL

SEN/Additional needs

Known Medical Conditions

Process for catching up

EAL

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Comprehension	To recognise when punctuation errors result in loss of meaning.	Observed on 1 occasions.	Individual and group sessions with TA. Guided reading groups in class. Regular reading at home.	
Place Value	To be able to work independently on place value work.	Able to understand the value of ones, tens, hundreds column.	Maths toolkit on table to support with independent learning.	
Writing	I can orally construct a sentence I can write simple sentences that can be read by others I am beginning to use capital letters and full stops to demarcate sentences	Written task started quickly.	<ul style="list-style-type: none"> • Visual recall of letters in a word (tricky words) • Improve by reading, looking, copying, writing - use of sound buttons -use of word mat-editing work with an adult. 	

Summary

Parent / Guardian contribution

Pupil contribution

Appendix 2 – Passport Example

Pupil Passport - Bridge Learning Campus *Teacher: Ms Angela Treneman*

I would like you to know that:

This means that:

It would help me if you could:

I will help myself by:


- I have had a chaotic home life.
- I have some difficulties with maintaining attention.
- I have dyslexia tendencies.
- I have below average reading speed and comprehension and well below average word recall.
- I may have difficulties with short term working memory.

- I may fiddle with items and engage in off-task behaviours due to lack of concentration.
- I take longer to read and process information - my comprehension of texts is impeded by my fluency.
- I take longer to answer/respond to questions and instructions.
- I may struggle to hold multiple bits of information or instructions.
- I am a visual and multi-sensory learner.

- Present information and instructions in small chunks.
- Ask me to repeat information to check I have understood.
- Warn me before asking a question and allow extra thinking time due to my word recall difficulties.
- Provide opportunities for overlearning.
- I will benefit from information being presented visually (not just presented orally) and in a multisensory way where appropriate.
- I need 25% extra time in all my assessments to account for my word recall, processing and fluency difficulties.
- Highlight polysyllabic words in reading and spelling.
- Provide a visual checklist or task schedule so I

- Reading the questions before the text in a comprehension assessment and highlighting the text as I go to locate possible answers.
- Reading at home daily.
- Drawing pictures or word maps to support learning key facts.

1/2



SEND Support Plan Example

>

Bristol's SEND Local Offer

Information and support for ages 0 - 25 with Special Educational Needs and Disability

www.bristol.gov.uk/bristol-local-offer

My name is

Click here to enter text.

Current setting: Click here to enter text.

Age:

Year Group: Click here to enter text.

Next steps: We have decided to...

Continue to use BSSP as overview of need and provision	<input type="checkbox"/>
Apply for Early Years SEN/ Top Up funding	<input type="checkbox"/>
Request an EHC needs assessment (settings contribution to needs assessment)	<input type="checkbox"/>

Version number:






Click here to enter text.

Date the support plan was started:

Enter a date.

Review date:

Enter a date.

My contact details					
My first name is			My last name is		
	I was born on (Date of birth)			My number is (telephone number)	
	I live at (Home address & Postcode)			My Email address is (if applicable)	
				At home I speak (Home language)	

My parent(s) / carer(s) contact details	First	Second
Surname, Other name/s		
Relationship to child/young person		
Home address & Postcode (if different from above)		
Telephone/mobile number		

Email address		
Any communication needs (e.g. you speak another language)		
Important Information		
My Primary need is		My secondary need is
The name of the place where I go to learn is (School or setting)		
My key adult's name is (Name of SENDCo/teacher/practitioner/mentor/tutor)		
NHS number		Social Care Status/ Ref (if applicable)
UPN / ULN / EY ref number		Pupil premium