

# SEND Handbook and Information Report 2025-26



**'A 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, independent learners'**

First Steps To Next Steps



[bridgelearningcampus.org.uk](http://bridgelearningcampus.org.uk)

## The Inclusion Team



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# What is our intent?

## 'Get it right for the children with SEND and you get it right for everyone'

BLC is committed to the creation of an empowered learning community where all pupils are valued and flourish. Our staff strive to create an inclusive environment which teaches diversity, equality and respect. As a school, we respect the equal opportunities of all people and do not accept prejudice in any form. This is embodied in our vision statement, "Live and Learn."

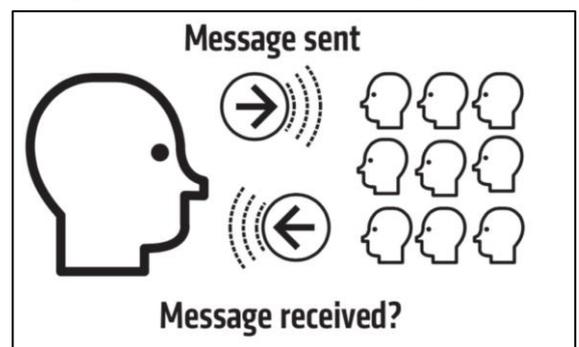
To support this vision, the values that are integral to our approach are those that focus on inclusive practice and removing barriers to learning. We seek to overcome social disadvantage and bring about social cohesion and equality. Inclusion is the principle of bringing people together, whatever their background or current levels of attainment, such that they can learn and participate together as far as is reasonably practicable. We celebrate the diversity of our school and communities, and through this richness we learn together about what it means to live in a diverse world. We welcome and include all children, regardless of their ability, attainment or background.

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, independent 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 is this implemented?

In-School Provision - Wave 1, reasonable adjustments in class – high quality teaching/ quality first teaching/ ordinarily available provision/ access for all - see appendices:

We are proud of our accessibility and continue to improve the access of the physical environment for all through our Accessibility Plan (see policies). Regular staff training is provided to ensure the changing needs of our pupils being met. We regularly review school publications and promote the availability in different formats for those who require it.

We make the following adaptations to the curriculum to ensure all pupils' needs are met:

	Universal	SEND Support	High Need
	All children - access to <b><u>quality first teaching for all</u></b>	Some children - support which is additional to and different from their peers to enable CYP to work at age related expectations	Few children – additional, highly personalised interventions
	Universal is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.	SEND Support outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Interventions are often targeted at a group of pupils with similar needs and are not individualised.	Highly personalised targeted provision for a small percentage of children who require a high level of additional support/specialised provision in order to address their needs.
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>Adapted curriculum</li> <li>Frequent small group support within reading and writing</li> <li>Frequent small group support within maths</li> <li>Guided Reading interventions</li> <li>Phonics Interventions</li> <li>Visual prompts e.g. visual timetable, pictures from text</li> <li>1:1 Daily Reading</li> <li>Additional processing time</li> <li>Word Banks/vocabulary books specific to lesson/topic</li> <li>Displays in classrooms</li> <li>Common Exception Words used</li> <li>Year specific word lists on display</li> <li>Enlarged print resources</li> <li>Use of concrete materials in maths e.g. Numicon, multilink, counters</li> <li>Precision Teaching with TA</li> <li>Reduced copying from board</li> <li>Positive praise</li> <li>Active learning opportunities</li> <li>Links to prior learning</li> <li>Key learning points reviewed</li> <li>Teaching sequencing as a skill</li> <li>Text presented clearly – bullet points, clear font, line spacing, lighting, headings, backing colour</li> <li>Pupils encouraged to explain understanding</li> <li>Writing frames</li> <li>Dual coding</li> <li>Staff CPD on Rosenshine Principles</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teach/over teach vocabulary (TA supported)</li> <li>Read, Write, Inc /Fresh Start reading schemes</li> <li>Targeted small group support outside English and Maths lessons</li> <li>Number Sense Interventions</li> <li>TEEACH choosing Trays</li> <li>Memory Fix Intervention</li> <li>Use of ICT/apps to reinforce what has been taught</li> <li>Use of ICT/apps as solution to difficulties e.g. dictation, typing</li> <li>Coloured overlays, paper for worksheets &amp; IWB backgrounds</li> <li>Extra time to complete tasks</li> <li>Opportunities to work with a scribe or use ICT when necessary</li> <li>Alternative ways of demonstrating understanding eg. Diagrams, mind maps, use of voice recorders</li> <li>Access to ELSA and MELSA</li> <li>Nessy</li> <li>Accelerated Reader</li> <li>Bug Club</li> </ul>	<ul style="list-style-type: none"> <li>Increase in extent, frequency and duration of interventions and small group support</li> <li>Outreach advice and recommendations to develop confidence</li> <li>Increase in level of one to one support in class</li> <li>Autism Attention &amp; Listening Bucket sessions</li> <li>Sensory sessions</li> <li>Life Skills intervention</li> <li>Play skills/Turn taking intervention</li> <li>Use of The Hub</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Communication &amp; Interaction</b></p>	<ul style="list-style-type: none"> <li>• Communicate in Print resources to support vocabulary and understanding of concepts</li> <li>• Individual workstation</li> <li>• Personalised area for calm down/down time</li> <li>• Time In / Time Out cards</li> <li>• Speech &amp; Language Programme – 1:1</li> <li>• Alternative play areas used as appropriate</li> <li>• Modelling and scaffolding of language</li> <li>• Visual timetables at eye level of children</li> <li>• Use of reinforcement body language/ signs/ basic Makaton</li> <li>• Use of key words/vocabulary emphasised when speaking</li> <li>• Pre teaching of key vocabulary</li> <li>• Multi-sensory approaches used to support spoken language eg. Symbols/ pictures/ props/ concretes/ artefacts/puppets/ role-play</li> <li>• Delivery slowed down with time given for processing (10 sec rule)</li> <li>• Talk partners and other oracy opportunities</li> <li>• Displays to develop understanding of vocab</li> <li>• Eye contact as appropriate</li> <li>• Display aids learning and doesn't distract – communication friendly environment</li> <li>• Use of ICT to aid communication</li> <li>• Create an appropriate environment (noise, room temperature, lighting, room layout)</li> <li>• Staff CPD on communication friendly environments, Autism Awareness, SALT</li> </ul>	<ul style="list-style-type: none"> <li>• Speech &amp; Language Programme - individual (advised by Speech &amp; Language Therapist)</li> <li>• Additional in class support from Class Teacher or TA</li> <li>• Lego Therapy</li> <li>• Nurture Group / 1:1 Nurture</li> <li>• Pre-teach/over teach vocabulary</li> <li>• Black Sheep Press resources</li> <li>• Colourful Semantics</li> <li>• Now &amp; Next board</li> <li>• Increased visual aids including dual coding, now and next (vocab and boards), social stories (repeated), PECs</li> <li>• Chunked, single step instructions or scripts, with direct use of names</li> <li>• Checklists and task lists</li> <li>• Seating plan considered so children can see/hear teacher and access prompts</li> <li>• Use of literal language (avoid sarcasm, idioms, figurative language)</li> <li>• Use of simple, positive, direct language of what you want (not what you don't want) and instructions not questions (not 'shall we...?')</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised programmes &amp; resources for communication based on SLT advice, increased in duration and frequency</li> <li>• Individual support for Social Stories</li> <li>• Individual social interaction and communication support</li> <li>• Increase in level of one to one support</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Social, Emotional &amp; Mental Health</b></p>	<ul style="list-style-type: none"> <li>• Time Out of class</li> <li>• Nurturing classroom environment</li> <li>• Regular nurturing support from Class Teacher and TA</li> <li>• Pastoral support</li> <li>• Alternative play areas used as appropriate</li> <li>• Emphasise positives/praise in public and reprimand in private, to develop/protect children's self-confidence and self-esteem (PIP/RIP)</li> <li>• Give pupils classroom responsibilities</li> <li>• Refer regularly to school rules – use of positive scripts, WINE (wonder, imagine, notice, empathise) or PACE (playfulness, acceptance, curiosity, empathy)</li> <li>• Calming music / breathing strategies</li> <li>• Brain Breaks between tasks</li> <li>• Whole class approach – targets, breaks, regulation activities</li> <li>• Interactive strategies eg. Whiteboards to hold up answers</li> <li>• Clear behaviour expectations modelled by staff</li> <li>• Visual timers/stop watch</li> <li>• Use Post-its/ notebook for questions, to stop interruptions</li> <li>• Concrete resources easily at hand to support</li> <li>• Give a set time and expectation for written work</li> <li>• Transition from whole class work to independent is taught</li> <li>• Use of reward system, Dojo</li> <li>• A range of differentiated opportunities for friendship development (for example, buddy systems, friendship strategies, circle time, seating plan)</li> <li>• Broken down steps: modelling, scaffolding</li> <li>• Unconditional positive regard and understanding that all behaviour is communication – awareness of basic needs (hunger)</li> <li>• Wobble cushion/resistance bands to support sitting in chairs or on carpet spot</li> </ul>	<ul style="list-style-type: none"> <li>• Extra in class support from Class Teacher or LSA to address SEMH needs</li> <li>• Additional support at break and lunch times</li> <li>• Emotional Literacy Support Assistant (ELSA) intervention</li> <li>• Social Stories (personalised)</li> <li>• Sensory Play/Sensory breaks Activity Programme</li> <li>• Circle of Friends</li> <li>• TALK Group</li> <li>• Choosing Trays</li> <li>• Individual Visual timetable</li> <li>• Personalised work area / screen</li> <li>• Team around the child approach</li> <li>• Moving around/sensory breaks/sensory circuits</li> <li>• Concentration/regulation aids, calm box, sensory equipment, weighted blankets, ear defenders, etc</li> <li>• Personalise teaching to reflect pupils' interests</li> <li>• Meet and greet/ check ins at key transition points e.g. start of day, lunchtime etc.</li> <li>• Access to safe/quiet spaces – tent in room, Hub, Reflection Room, library, outdoor gym, sensory room (tbc with individuals, as appropriate)</li> <li>• Appropriate de-escalation strategies in place (time out card, mirroring, redirection to a safe area, activity or resource).</li> <li>• Tracking of ABCs, triggers to identify patterns</li> <li>• Staff CPD on ADHD, ZoR, ACEs, trauma, restorative approach, de-escalation and regulation</li> <li>• Identification of key adults for specific children, peer mentors, play leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in level of one to one support as appropriate which may include lunch &amp; break times</li> <li>• Individual/small group social skills or behaviour programmes, increasing in frequency and duration</li> <li>• Extra in class support from Class Teacher or TA</li> <li>• THRIVE approach used</li> <li>• Emotional Regulation interventions</li> </ul>
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<p style="text-align: center;"><b>Sensory &amp; Physical, Medical</b></p>	<ul style="list-style-type: none"> <li>• Use of specialised pens/pencils/scissors</li> <li>• Use of sensory activities</li> <li>• Writing Slope</li> <li>• Use of laptop or iPad to record work</li> <li>• Use of scribe</li> <li>• Fidget Toys / Concentration aids (wobble cushion, fidget toys, chair leg band etc)</li> <li>• Coloured overlays/ different coloured paper</li> <li>• Consider lighting – natural and artificial</li> <li>• Eliminate inessential copying from the board</li> <li>• Read aloud as you write on the board</li> <li>• Avoid standing in front of windows – your face becomes difficult to see</li> <li>• Keep background noise to a minimum</li> <li>• Repeat contributions from other children – their voices may be softer and speech more unclear</li> <li>• Check that oral instructions have been understood</li> <li>• Face the pupil when speaking &amp; keep hands away from mouth</li> <li>• LH &amp; RH pupils not next to each other with adjacent hands</li> <li>• Desks at elbow height</li> <li>• Encourage oral presentations or use of ICT as an alternative to written work where appropriate.</li> <li>• Range of fine motor and gross motor activities</li> <li>• Awareness of environment (noise, temperature, lighting, layout)</li> <li>• Preparation for transitions</li> <li>• Use of physical proximity</li> <li>• Seated with minimal distractions.</li> <li>• Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual programmes based on OT advice</li> <li>• Healthcare Plan for pupils with medical needs</li> <li>• Toilet Management Plan</li> <li>• Hearing support systems in place (if applicable)</li> <li>• Ear Defenders</li> <li>• Where copying is required, ensure appropriate font size- photocopy or use full page magnifier to enlarge</li> <li>• Use iPad/Chromebook for reading if text is too small in physical book</li> <li>• Additional time to complete tasks.</li> <li>• Consider seating – sat at the front closer to board</li> <li>• Careful seating for hearing difficulties– closest to the teacher</li> <li>• Slow down speech rate</li> <li>• Allow more thinking time</li> <li>• For pupils with coordination difficulties, sit them at table where there is sufficient space</li> <li>• Sloping desk stand if required</li> <li>• Sensory breaks – outdoor gym for resistance</li> <li>• Sensory Circuits – alerting, organising, calming/focusing</li> <li>• Flexibility with uniform requirements (eg. Joggers instead of school trousers)</li> <li>• Flexibility with lunch arrangements eg. Smell overload of dining hall</li> <li>• Ear defenders, Chew Buddy, Resistance bars/ balls</li> <li>• Sensory room</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Physiotherapy programme</li> <li>• Individual Occupational Therapy programme</li> <li>• Specialised equipment</li> <li>• Personal Emergency Evacuation Plan (PEEP)/Risk Assessment</li> </ul>
<p style="text-align: center;"><b>Access, Review &amp; Assessment</b></p>	<ul style="list-style-type: none"> <li>• Group structure e.g. mixed, by ability</li> <li>• Collaborative Learning</li> <li>• Access to equipment e.g laptop, iPad,</li> <li>• National Curriculum assessment (Teacher Assessment /SATs /Optional SATs)</li> <li>• Standardised reading and spelling</li> <li>• Phonics assessment</li> <li>• Alternative methods of recording e.g. scribe, laptop, ipad, mind maps</li> </ul>	<ul style="list-style-type: none"> <li>• Access to external support services (for advice, indirect or direct intervention) e.g Educational Psychologist, Learning Support Service</li> <li>• Learning Plan review meetings (termly)</li> <li>• Liaison with parents/carers on a formal and informal basis as appropriate</li> <li>• SEN Consultation Meetings twice a year</li> <li>• Individual Standardised Assessment of needs, learning and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Access to direct intervention from external support services</li> <li>• Support Services input into planning, monitoring and reviewing Learning Plans and Education, Health and Care Plans</li> <li>• Annual Review meeting</li> <li>• Regular liaison with parents/carers on a formal and informal basis</li> <li>• Individual Assessment by Support Services</li> </ul>

## How does 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). If a parent has concerns about their child, they should first arrange a meeting with the class teacher to discuss. If a teacher has concerns about a child, they should fill out an Initial Concerns Form and give to the SENDCo.
- 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.
- Specific interventions for pupils in The Hub.** Our SEND TAs not only give support in class to help ensure that children can access their learning. Timetabled interventions also take place to help children meet their targets eg Social and Communication skills; play skills; life skills; emotional regulation.

- **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.

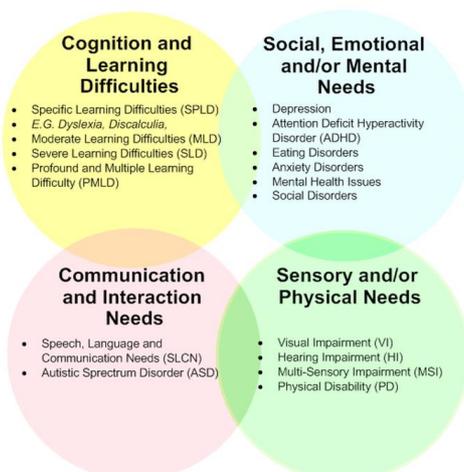
## The 4 broad areas of SEND needs

### Definition of SEND

High quality teaching is that which is adapted 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.

## 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.

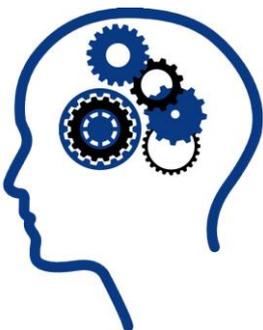
According to the SEND Code of Practice, 'a child or young person has SEN if they have a learning difficulty or disability' that calls for provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools. At BLC, if and when 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.

## 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

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](#)

## 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](#)

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

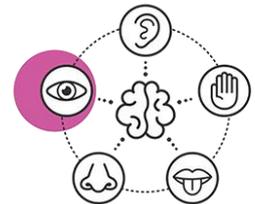
## Sensory and/or physical needs

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.

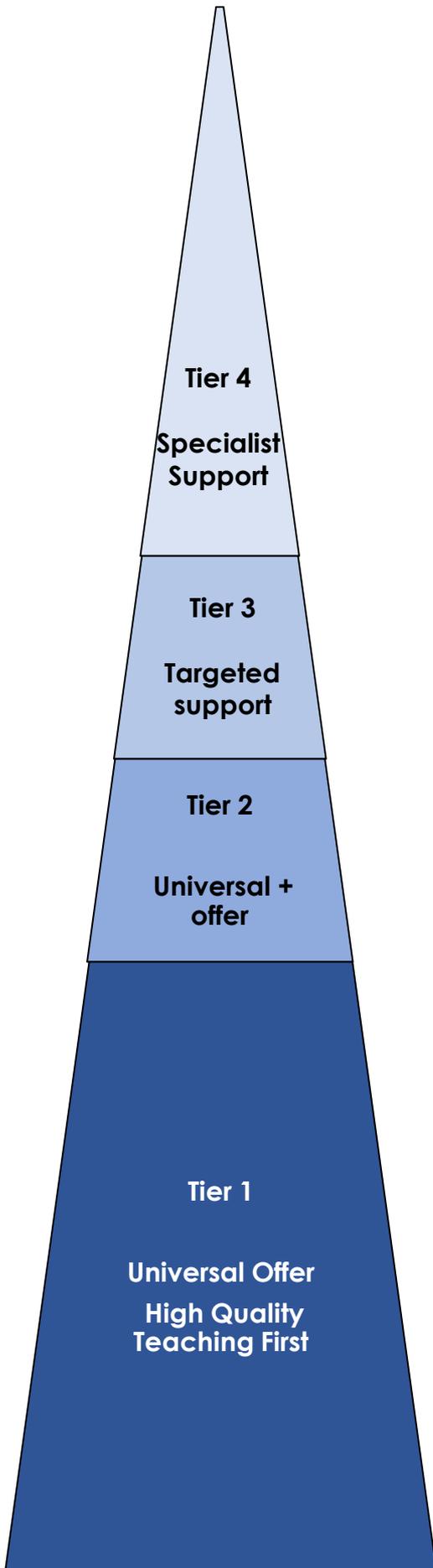
It is important to recognise that these difficulties may reflect other underlying special educational needs or difficulties from other categories of need. Presenting 'behaviours' should always be considered as a symptom of a potential underlying need. Separating the behaviour from the child or young 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.

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.



**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 phycologist / Bristol Autism Team

**Tier 3**

- SEND Support Plan created by class teacher, SENDCo and parents/carers and regularly reviewed
- 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 interventions to meet need

**Tier 2**

- ELSA/MELSA provision in school
- 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
- PLC Leadership Team ensure staff well-being is

# 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.



## Assess

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?

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

Targets are set by linking objectives from Insight (for every child who is two years below age expectations) and adding to a One Page Profile (see Appendix 1). The teacher and parents should agree what progress they hope will be made (outcomes), and by what date (deadlines). This One Page Profile is shared with parents and also pupils.

## Do

The child is given extra support, as directed and supervised by 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 plans to be reviewed at MALS and at parents evenings with parents.

# How do we measure the impact?

## Reviewing the Effectiveness of Provision

Provision for children with SEND is monitored and reviewed regularly by the class teacher, Teaching Assistants, SENDCo, Deputy SENDCo, Pastoral Leads, SLT and the Headteacher.

## Recording and Monitoring

CPOMS is used to record all SEND incidents, referrals and communication. It is also used to share reports with relevant staff securely, in addition to SharePoint.

All targets on the One Page Profiles and targets are reviewed and shared with parents/carers 3x a year and at parents' evenings;

The Inclusion Team meet weekly to review impact and case load/ intervention priorities;

Parent and pupil voice reviews;

Learning walks and observations;

Book looks and planning scrutinies;

Use of SALT Assessments, Provision Map and Insight to assess progress and outcomes;

## Quality Assurance

To ensure that the most effective teaching and learning is taking place, the SENDCo works alongside MLT and SLT. Through:

- Weekly Book Looks
- Weekly Learning Walks

To ensure the most effective systems are in place, BLC use a number of external agencies to assess and evaluate the impact of our SEND systems. Through:

- TiLA Inclusion Hub SEND Review
- Ordinarily Available Provision Audit
- The Key SEND Review Audit

## Minimum Review Timelines

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Internal monitoring</b>		MAL Review 1		MAL Review 2		MAL Review 3
<b>Parent review</b>	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 Mrs Treneman and Deputy SENDCo is Miss 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 – One Page Profile

<u>One page profile: SEND Support</u>		
<p><u>Name:</u> Pupil A</p> <p><u>Picture:</u></p> 	<p>Additional Need: SEMH</p> <p>Other info: EHCP</p>	<p><u>My Strengths &amp; Interests:</u></p> <p>Pupil A is a lively and empathetic class member with a great sense of humour.            Pupil A is gradually gaining confidence in phonics and reading.            Pupil A excels in maths, showing enthusiasm and strong progress in number patterns and addition/subtraction.            Pupil A likes spending time outside</p>
<p><u>I would like you to know that:</u></p> <ul style="list-style-type: none"> <li>• I experience strong feelings of anxiety and anger.</li> <li>• I find changes unsettling and can become anxious/angry.</li> <li>• When I am frustrated, I can hurt my peers and adults.</li> <li>• I will often say no to adult instructions.</li> <li>• I have experienced a number of ACE's (Adverse childhood experiences)</li> </ul>		<p><u>Strategies to support:</u></p> <ul style="list-style-type: none"> <li>• Give me age-appropriate responsibilities to help build my confidence and self-esteem.</li> <li>• Use scripts to ensure consistency between staff members- use minimal language.</li> <li>• Use wondering aloud to break down situations and support my understanding.</li> <li>• Help me to identify and use regulation strategies that work for me until I can use these independently.</li> <li>• Allow me to have movement breaks when needed.</li> <li>• I need my adults to support and supervise me to reduce the risk to others.</li> </ul>
<p><u>Outside agencies currently involved:</u></p>		<p><u>Previous referrals:</u> Lansdown/ Educational psychology</p>
<p>Teacher:</p>	<p>Parent:</p>	<p>Pupil:</p>

Target	<u>Additional provision to enable target to be achieved</u>	Parent	Child
<u>Reading</u>	Pupil A will be able to read words will read Orange level words, including spark, porch, pair, house, <u>norg</u> , <u>auf</u> , <u>firb</u> , and <u>stay</u> , with increasing fluency and accuracy.		
Strategies	Phonics Practice: Engage Pupil A in regular practice with the <u>tious</u> and <u>cius</u> sounds through phonics games, flashcards, and word lists. Blending Activities: Provide guided practice with blending both real and nonsense words, focusing on the correct pronunciation and decoding skills. Word Games: Incorporate word games and interactive activities to reinforce the reading of these sounds and words. Guided Reading: Provide reading materials that include Orange level words and practice sessions where Pupil A can read and decode words with support. Visual Aids: Use word walls, posters, or word cards with target words and sounds for Pupil A to reference during independent reading.		
<u>Writing</u>	Pupil A will be able to write special friends words accurately and independently.		
Strategies	Special Friends Word Lists: Provide Pupil A with a list of common special friends words to practice regularly. Word Banks & Visual Aids: Use word banks or charts with special friends words for Pupil A to reference during writing tasks. Phonics Practice: Incorporate daily phonics activities, focusing on special friends patterns and their application in writing. Writing Practice: Encourage Pupil A to write sentences and simple paragraphs using words with special friends. Repetition: Provide opportunities for Pupil A to write special friends words in different contexts, such as dictation or independent writing exercises.		
<u>Interaction</u>	Pupil A will be able to stay on task and avoid distracting others for a duration of 5 minutes.		
Strategies	Clear Expectations: Set clear and consistent expectations for task duration and behaviour, reinforcing the goal of staying on task for 5 minutes. Visual Timers: Use a visual timer to help Pupil A understand the passage of time and build awareness of staying focused. Frequent Breaks: Allow short breaks or movement opportunities as needed to support focus and self-regulation. Positive Reinforcement: Provide verbal praise, stickers, or other rewards when Pupil A meets the target of staying on task for 10 minutes. Behavioural Supports: Offer strategies such as "quiet time" or fidget tools to help Pupil A maintain focus within his work station.		

