



**Bridgelea Primary School  
Bridgelea Road  
Withington  
Manchester  
M20 3FB**

## **SEND Information Report 2019 - 2020**

<b>Implemented</b>	<b>October 2018</b>
<b>Presented by</b>	<b>Caroline Cassidy</b>
<b>Ratified by Governors</b>	<b>Autumn 2019</b>
<b>Review Date</b>	<b>October 2019</b>

Article & Nurture Principle relating to this Policy

**All of the below**

**Vision “Understanding People”**

**Mission Statement**

“We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership.”

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **CO-OPERATION**. As a school we will endeavour to co-operate with the community to inspire and empower every individual.
- We value **COMMUNICATION**. We believe that all behaviour is communication.
- We value **DEVELOPMENT**. Learning is understood developmentally.
- We value **WELLBEING**. We have a holistic approach to wellbeing across the school.
- We value **DIVERSITY**. We celebrate each other as unique individuals with rights that we respect.

**UN Rights of the Child: Bridgelea 10 Articles**

**Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:**

**Article 12**

You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13**

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 15**

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

**Article 24**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 27**

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

**Article 28**

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

**Article 31**

You have the right to play and rest.

**Article 39**

You have the right to help if you've been hurt, neglected or badly treated.

**Sustainable Global Goals**

**The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face and the children voted to focus on the following:**

1. No Poverty
2. Zero Hunger
3. Good health and well-being
4. Quality education
6. Clean water and sanitation
7. Affordable and clean energy
10. Reduced inequalities
13. Climate action
14. Life below water
15. Life on Land

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

- **How does Bridgelea know if young people need extra help?**
- **What should I do if I think my child may have special educational needs?**
- **How is the decision made about what type and how much support my child will need**

### Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Bridgelea is a specialist provision which can only be accessed through the local authority in exceptional circumstances. All of the children at Bridgelea have social, emotional and mental health difficulties (SEMH). Some children may have additional barriers such as social communication and interaction needs such as Autistic Spectrum Condition (ASC) or speech, language and communication needs (SLCN) or learning difficulties.

Pupils may come to Bridgelea for a number of reasons; many children have been permanently excluded from their schools or have been placed at risk of permanent exclusion. Key Stage 2 children will be placed at our Longsight setting and Key Stage 1 children will be placed at our Central setting in Withington.

Often, on admission to Bridgelea, pupil needs may be unclear and they go through a period of assessment. Staff at Bridgelea receive specialist training so pupils' social, emotional and mental health needs can be assessed and monitored in the time they are with us. We have a multidiscipline team of professionals who work to help assess needs and offer support this includes; Educational Psychologists, a Speech and Language Therapist, school nurse and Drama therapist. Review meetings are held termly and when necessary half termly, to monitor progress in learning and social and emotional development. Many of our children have severe and complex difficulties, and after a period of assessment it may become clear that they need a high level of support to access education long term through an Education and Health Care Plan (EHCP). Where this seems to be the case, Caroline Gibson and Rebecca Squires, SENCOs at Bridgelea will support schools to make an application for Statutory Assessment to the Local Authority. We have strong links with Manchester Statutory Assessment Team and Educational Casework.

Other pupils may already have their Special Educational Needs assessed and have an EHCP in place; they come to Bridgelea as they need placement in a specialist school in order to support their Social, Emotional and Mental Health difficulties (SEMH). Our specialist provision for Key Stage 2 pupils is at our school in Longsight, and Key Stage 1 children will be placed at our school in Withington. Pupils with EHCP in place will have access to Educational Psychologists and Speech and Language Therapists as needed to support their developing needs.

As the assessment process completes and a mainstream provision is identified, Bridgelea will support mainstream settings to aid pupils to successfully transition into mainstream. Annual reviews are held with parents to ensure that provision meets need and where placement may need to be changed, Bridgelea SENCOs can support with liaising with the appropriate statutory services. Parents can request an early annual review should they wish to discuss the current educational provision.

Any further needs can be discussed with the SENCOs. The school SENCOs are called Caroline Gibson or Rebecca Squires. Contact information is detailed within this report.

#### • **How will staff support my child?**

Every child is supported through a high staff to pupil ratio of qualified staff who are experienced in teaching children with SEMH. Class sizes are capped at 8 pupils and are generally supported with a ratio of 8:3. All children at Bridgelea receive quality first teaching; our policies, structure of the school day and curriculum help to reduce the SEMH barriers our pupils face.

On entry, we liaise with previous educational providers to share as much information as possible. All children are assessed on entry using baseline assessment tools in reading, writing, maths and social and emotional development. This allows teachers to identify gaps in learning and plan personalized lessons to help children make progress.

Bridgelea is a communication friendly school, ELKLAN approaches are used throughout the classrooms and help children to both understand language and communicate more effectively.

Children are helped to communicate feelings and needs through nurturing opportunities. At Bridgelea the Nurturing Principle “All behavior is communication” is at the forefront of our understanding of children. Staff are trained in how to de-escalate and respond to challenging behaviours in a planned, supportive and nurturing approach. Logical consequences are in place to support children to reflect on their behaviours and to re-engage with education.

Typically, children accessing Bridgelea Primary School will undergo a period of assessment during which effective support and provision to help them access the curriculum. This will be developed in partnership with families during the Plan, Do, Review process.

Pupils who have an EHCP have an ‘Individual Provision Map’ which identifies small steps to help them achieve the outcomes identified in their plans and what ‘In class’ or ‘Additional Support’ they require to meet these outcomes.

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

**1. Children's learning is understood developmentally**

Bridgelea will provide a safe, stimulating learning environment and each pupil will be valued as an individual. We will provide a broad balanced curriculum which enables the children to progress academically and develop their social, emotional and mental health skills.

The curriculum has been updated in line with the new 2014 Curriculum. Our aim is to provide a curriculum that is relevant and broad and helps pupil to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. As learning is understood developmentally, children's learning is delivered at stage not age. However, all children have the opportunity to work towards an Age Related Expectation curriculum. We value the use of ICT and this is used to support learning throughout the curriculum.

Nurturing approaches are central to our approach and curriculum. Each child has a 'Profile of Need' where their emotional development is assessed and opportunities are planned to help children develop these skills. Children will access daily Quality First Teaching.

Where-ever possible, pupils will have access to the National Curriculum which is similar to their mainstream peers, and provision in classrooms will help them to achieve this. Occasionally, pupils may experience multiple barriers which make it difficult to learn or engage with daily life at school; they may need additional support or an alternative curriculum. For these pupils, parents, carers and professionals work to assess and plan together to plan the most appropriate kind of provision. Lessons are highly differentiated and teachers track and assess children's progress to ensure that they are developing academic skills in line with their ability.

Bridgelea is a Communication Friendly School which supports all our pupils to access the curriculum and build communication and interaction skills.

Children will engage with interventions to help support their grasps of concepts or Early Literacy and Numeracy skills. They will be closely monitored and assessed with achievable, successful targets.

- **How are young people consulted and involved in shaping and engaging with their education?**

At Bridgelea pupils and their families are valued and appreciated, what is important to them is at the heart of our work and we are committed to making person centred approaches accessible to all of our pupils and families.

Pupils are encouraged to review their own academic and social and emotional progress; we have adopted and adapted Assertive Mentoring approaches to support children to monitor progress and areas for development and discuss types of support and provision which helps them.

Person centred tools are used for all pupils as part of the PHSE curriculum and feed directly the half termly review meetings and statutory assessment process if applicable.

- **How will I know how my child is doing?**

The class teacher and support staff in the class your child is in are usually the child's most consistent point of contact. All staff are trained in dealing with children with social, emotional and mental health needs and can respond to most routine concerns or enquiries.

Children have a daily home diary sheet. These are filled in by staff and taken home at the end of each day so that parents/carers are aware of the achievements of the day. The home school diary sheet will also detail if your child has been involved in any incidents and if physical intervention was required. This may also be followed up by a phone call home to provide more detail.

Termly, and in some cases, half termly parents/carers are invited to discuss the pupil's progress along with any integration plans or difficulties which need to be addressed. Written reports are also supplied. Parents are also welcome to discuss issues by appointment or telephone with individual teachers or senior leaders.

We encourage families to keep us informed with any changes or information which may affect pupils in school, please ring the school office if you would like to speak to staff.

Pupil data is gathered and monitored termly and this is used to identify concerns around progress so that interventions can be implemented if deemed necessary. Children are assessed ongoing throughout the academic year.

- **What support will there be for my child's overall well-being?**

3. The importance of nurture for the development of wellbeing

We have HLTAs, Designated Safeguarding Lead, Early Help Practitioners and 2 SENCOs who support children and their families on a day to day basis. We recognise that a number of our pupils and families are supported by a range of different professionals.

The school has developed strong links with Child and Adolescent Mental Health services (CAHMS) and other support services and agencies and are aware of referral procedures should these be advised. We have weekly support from Educational Psychologist, Drama Therapist, School Health Adviser, Play Therapist and Speech and Language Therapist so that we are able to work with our pupils in a therapeutic way.

At Bridgelea, children's rights are respected and the 6 Principles of Nurture are at the heart of everything we do with the children. Children have the opportunity to access retreat to complete developmentally appropriate play experiences. The PSHE curriculum is led by a senior teacher with a TLR responsibility attached. PSHE is central to our curriculum and embeds our children.

Outdoor play is integral to children's needs and all children have the opportunity to explore outdoors and develop their learning outside. Our outdoor offer is developing and is a priority to support the wellbeing of our students.

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

We believe that in order for children to be successful learners, we must identify the holistic needs of each child. At Bridgelea, we are solution focussed; we regularly reflect upon practice and adapt our teaching and learning styles in order to respond to the often complex needs of our pupils. Meeting the needs of our pupils is a team approach, we are lucky to have weekly access to a fantastic team of professionals including drama therapist, educational psychologists (EP), school nurse, Speech and Language therapists (SALT) and Early Help Practitioners. Together, these professionals may problem solve, carry out assessments, work one to one with pupils or advise on strategies. We work closely with external agencies and services such as Social Care, Medical/Health Services, Statutory assessment team Child and Adolescent Mental Health Service (CAHMS) and local police. The individual needs of the child will dictate what other agencies we seek advice from e.g. occupational therapy, Autism Outreach.

- **What training have the staff supporting young people had?**

Bridgelea regards SEND as a whole school issue. As such, staff are continuously seeking to develop their knowledge and are trained regularly in all aspects of SEND via internal or external specialists. The aim of staff INSET is to enable all staff to view the full range of learning needs and be able to cope with them confidently. Our SENCos are involved in regular development of their understanding of SEN issues.

- **How will the young person be included in activities outside the classroom including school trips?**

There are regular educational visits which are made available to all children. Trips are regularly used as rewards or to enhance subject knowledge. These are an invaluable element of the curriculum as they encourage the development of social and emotional skills. Risk assessments are carried out and procedures put in place to enable all children to participate.

- **How accessible is the school environment?**

In line with the Disability Discrimination Act 1995, Bridgelea would be prepared to discuss individual access arrangements and meet the need of presenting disabilities. The Equality Policy is updated October 2019, which outlines the accessibility of Bridgelea Primary School for all pupils, parents or carers and all areas of needs.

- **How will the school prepare and support my child when joining the school or transferring to a new school or next stage of education and life?**

## 6. The importance of transition in children's lives

At Bridgelea we recognize the importance of transitions. The nature of our school means that mobility is high and pupils may join or leave the school mid-year. We recognise that transition periods are a vulnerable and stressful times for our pupils and their families; where ever possible children are admitted in a planned way through half termly 'placement panels' held by senior leaders. Admission meetings are held in the family home or at school by Lisa Shaw our Pastoral and Safeguarding Lead or the SENCOs.

We aim to ensure that all transitions are positive as we want the transition to be successful for both the young person and their parents/carers. We involve and liaise with all other appropriate agencies at point of transition to help the processes run smoothly and with good outcomes. Children starting at Bridgelea are well supported by a class teacher and team of teaching assistants.

The Educational Psychologist works with children prior to their return to mainstream education while the SENCO supports children and their families/carers on their return. Information regarding the SEND of children moving on is passed on to the appropriate people with parents'/carers' permission so that support may continue.

### • How are the school's resources allocated and matched to the pupil's special educational needs?

All staff are involved in regular assessment and monitoring of each pupil's progress and needs. Pupil's 'Individual Provision Maps' or termly progress reviews may identify additional support they require to meet these outcomes.

Resources and provisions are matched and deployed to support these individual needs.

### • How are parents involved in the school in discussions and planning for my child's education?

We welcome support from parents. Parents/carers will be encouraged by staff to become involved in the learning process of their child, forming a positive partnership in which professional and home support are complementary. Parents/carers are welcome to visit or speak to staff about any concerns and this is welcomed although it is advisable to plan this in advance so that staff can be available to speak to you. There are meetings at least termly to discuss academic progress, targets and other issues of concern.



- **Who can I contact for further information?**

The first point of contact is normally the Headteacher, Deputy Headteacher, Assistant Headteacher or the Class Teacher. You may also wish to contact the SENCo if you wish to discuss anything further.

Phil Hoyland (Headteacher) [phil.hoyland@bridgelea.manchester.sch.uk](mailto:phil.hoyland@bridgelea.manchester.sch.uk)

Kelly Eyre (Deputy Headteacher) [kelly.eyre@bridgelea.manchester.sch.uk](mailto:kelly.eyre@bridgelea.manchester.sch.uk)

Caroline Gibson (SENCO) [senco@bridgelea.manchester.sch.uk](mailto:senco@bridgelea.manchester.sch.uk)

Rebecca Squires (SENCO) [senco@bridgelea.manchester.sch.uk](mailto:senco@bridgelea.manchester.sch.uk)

Nichala Johansen (Assistant Headteacher)

[Nichala.johansen@bridgelea.manchester.sch.uk](mailto:Nichala.johansen@bridgelea.manchester.sch.uk)

**Withington contact number : 01614341548 Longsight contact number :01612728716**

- **Arrangements for handling complaints from parents with SEN about provision made at the school.**

If you would like to share any concerns with us please contact Kelly Eyre or Caroline Cassidy / Rebecca Squires(SENCOs) who will be happy to help you or signpost you to the right member of the team.

Phil Hoyland (Headteacher)[phil.hoyland@bridgelea.manchester.sch.uk](mailto:phil.hoyland@bridgelea.manchester.sch.uk)

[kelly.eyre@bridgelea.manchester.sch.uk](mailto:kelly.eyre@bridgelea.manchester.sch.uk)

[caroline.gibson@bridgelea.manchester.sch.uk](mailto:caroline.gibson@bridgelea.manchester.sch.uk)

[rebecca.squires@bridgelea.manchester.sch.uk](mailto:rebecca.squires@bridgelea.manchester.sch.uk)

Nichala Johansen (Assistant Headteacher)

[Nichala.johansen@bridgelea.manchester.sch.uk](mailto:Nichala.johansen@bridgelea.manchester.sch.uk)

**Withington contact number : 01614341548 Longsight contact number :01612728716**

Chair of Management Group

- **Manchester Local Offer**

Manchester Local Offer provides a wide range of activities and services to support Children and families with SEND.

Please see the below link :

<https://www.manchester.gov.uk/sendlocaloffer>

<http://manchester.fsd.org.uk/kb5/manchester/directory/home.page>

**Other useful contacts :**

Lisa Shaw—Attendance Officer 0161 234 4477

Information, Advice and Support Manchester– 0161 245 7300 or email : [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

School Admissions- 0161 234 7188

School Health Service- 0161 245 7300

Specialist Resource Team-0161 219 2125