



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

## **SEND Information Report 2020 – 2021**

<b>Implemented</b>	<b>October 2018</b>
<b>Presented by</b>	<b>Caroline Cassidy</b>
<b>Ratified by Governors</b>	
<b>Review Date</b>	<b>October 2020</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. The vast majority of our pupils (64 out of 72 on role in September 2020) are in receipt of an Education Health and Care Plan where the educational setting names Bridgelea as their Primary school. We review these plans annually through an EHCP to ensure that placement at Bridgelea is appropriate.

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 and the school nurse. Review meetings are held termly and when necessary half termly, to monitor progress in learning and social and emotional development.

Some children who have been permanently excluded or on an assessment place from a mainstream school have severe and complex difficulties. After a period of assessment, involving regular meetings with yourself and your child's class teacher, 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 and work closely with these teams to promote best outcomes and provision for all pupils at Bridgelea.

During the assessment process, Bridgelea will work closely with yourself as parents to ensure both your view and your child's voice is captured. Other agencies will be introduced and work with you to capture your child's needs in a way that can best support them to access an educational setting to meet their

needs. We work closely with professionals to ensure any reports made are shared with yourselves in a way that is understood by parents.

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. We work closely with parents to ensure the provision best suits their needs and any additional resources are sourced to be used as appropriate.

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 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.

Bridgelea have a Retreat on each floor which is staffed appropriately for the amount of classes. This is a nurturing and positive space for children to learn to regulate their emotions. Most children access this for targeted interventions where identified in their EHCP or requested by the class team. Some children access Retreat when they need support throughout the day for their strong emotions. Impact of Retreat is monitored by the SENCOs to ensure that all children benefit from this offer.

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. These are updated half termly by the pupil's class team and any interventions required are referred to Retreat where appropriate for individual interventions to be delivered.

## 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. Our aim is that all children will love learning and be equipped with skills so that they can achieve their aspirations.

Our curriculum is in line with the National Curriculum and children are taught Reading, Writing and Maths daily. Children have opportunities to access the wider curriculum (foundation subjects) throughout the week, as well as an enhanced offer for PSHE. 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. Lessons are always differentiated to be delivered at the child's operating levels. Learning is presented in visual and practical ways to promote engagement and experiences that the children can manipulate themselves. Most children are working below their chronological age, however learning is presented in ways to promote progression across year groups to ensure that learning is stretched, challenging and aspirational for each child.

Where children are making less than expected progress, this is closely monitored by the class team as well as SLT, and appropriate interventions are prescribed. Where children continue to make less than expected progress despite interventions, SENCOs will access other agencies for example Speech and language therapists or Eps. Parents are always informed of this and we work together to support your child both in school and at home.

Nurturing approaches are central to our approach and curriculum. Each child has a Boxall Profile where their emotional development is assessed and opportunities are planned to help children develop these skills. Some children may require a learning plan to target concerning weaknesses on their Boxall Profile and will have interventions to help with their progress in these areas. Strand A of the Boxall, listening and attention, and Strand B of the Boxall, participating constructively, are whole school weaknesses for the vast majority of our children. Staff are trained and equipped with appropriate resources to deliver quality first teaching activities around Strand A and B of the Boxall to develop the whole class in these areas.

Bridgelea is a Communication Friendly School which supports all our pupils to access the curriculum and build communication and interaction skills. Bridgelea commission Speech and Language Therapists to develop the offer for children and to promote speech and language therapy activities across the curriculum.

At Bridgelea we understand that the academic year 2019 – 2020 was challenging for children and families. We are working closely with the children to support them on their return to school through a nurturing approach. Children have been supported to re-engage with Maths and English lessons using a recovery model where they will revisit familiar and “safe” learning with opportunities for challenge to develop their thinking. Daily reading is extremely important to all children at Bridgelea and individual reading will occur daily to support the children to continue to develop reading skills. Phonics is taught daily where appropriate and phonics interventions are delivered where appropriate for older pupils. Teachers will plan whole class reading activities for children to access in addition to daily reading. Children will access the wider curriculum through a vehicle that will commence in Autumn 2. Vehicles are a method of teaching the curriculum subjects through a cross curricular and engaging model to promote a love of learning. The Autumn focus is a balance of nurturing activities, wellbeing and cognitive opportunities for children to return to the structure of school.

Some children during this academic year will have to self isolate. Bridgelea will work closely with yourselves to provide home learning activities for the children. This is a blended approach of online activities as well as paper activities. These activities will be differentiated to your child’s needs, and promote their outcomes in their EHCP through delivering short, physical activities they can access, usually presented with visuals. Please see the remote learning plan and parent FAQs for further information on the home learning offer at Bridgelea.

#### **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, most classes now use Class Dojo to interact with parents. This has been highly effective in promoting better communication with families and parents are encouraged to sign up to Class Dojo at admissions and throughout the year. Both home school diaries and Class Dojo will inform parents about successes of the day as well as any activities children have completed. The

home school diary sheet will also detail if your child has been involved in any incidents and if physical intervention was required. This will also be followed up by a phone call home to provide more detail.

Each half term parents/carers are invited to discuss the pupil's progress along with any integration plans or difficulties which need to be addressed. This is to update parents on the child's progress and keep you informed of strategies we have been using with your child to help them be more successful in school. 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, School Health Adviser 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 teacher, and supported by a member of the senior leadership team. PSHE is central to our curriculum and embeds our children's offer in school.

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 has developed over the past 12 months and continues a priority to support the wellbeing of our students.

Children have the opportunity to a wide variety of activities to promote their wellbeing. Children have half termly sessions with a music teacher, art teacher, forest school sessions and targeted wellbeing activities as part of their curriculum offer. All children have a Boxall Profile which is an analysis of children's social and emotional developmental needs. Activities are developed to promote their development and work towards

Upon return in September 2020, we recognize that your child may have been absent from school for a significant amount of time. Wellbeing has been at the heart of everything we do at Bridgelea to support a positive return for your child. Stories and activities have been carefully selected so that children can feel safe and nurtured. A focus for the first few weeks back has been routine, structure and a Rights Respecting Schools focus to support children to develop their wellbeing.

We have supported families with wellbeing phone calls throughout lockdown (2019 – 2020) and throughout 2020 – 2021 this contact will continue for any families self isolating. Wellbeing activities have

been sent home as part of learning packs for children to access at home with their families. These have been delivered in class to promote wellbeing. This is reinforced through daily contact with the child through the telephone & Class Dojo.

In September 2020, two members of staff have received the Mental Health First Aid qualification to further support mental health and wellbeing at Bridgelea.

**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 professionals including 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. All SENCOs have started or completed the National Award of SENCO.

**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. All children at Bridgelea are given opportunities to develop skills outside of the class room. This includes swimming (Key Stage 2), Bikeability (Years 5 and 6) and activities happening in the wider community. 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 at school by Lisa Shaw our Pastoral and Safeguarding Lead or the SENCOs. Transition is supported by working closely with the mainstream setting and the parents where appropriate.

Children who are transitioning out of Bridgelea before Year 6 have a personalized transition intervention delivered on a 1:1 with staff they enjoy spending time with. This has been developed carefully for children who are attending Bridgelea and uses activities from a wealth of resources including "Transition Toolkit" and resources sent from the receiving school. Often this will include the class text to support children with familiar activities they will experience in their next setting. We encourage staff members to come to Bridgelea to work one to one with your child before they transition and support visits to the school. 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.

To support your child in moving to Year 7, we have a piece of work around transition developed for all Year 6 children. We support transition visits for children to visit their new setting and will help parents to visit schools where appropriate. Bridgelea will hold a transition "fair" where staff members from any schools receiving our children will come to Bridgelea to introduce themselves, meet parents and your children. The schools may bring a prospectus, example uniform and an example timetable to support with the transition. This helps children to put a face to their new school community.

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.

We understand that the academic year 2020 – 2021 may have impact on transition in and out for classes at Bridgelea. If your child's bubble closes or your child needs to self isolate, Bridgelea will support your child to return to Bridgelea through daily contact, feedback and ensuring the activities link to learning in class so they feel included in the offer in class.

2020 – 2021 may have some disruptions to transition for Year 6 children leaving Bridgelea to attend high school. We will work closely with parents, Manchester City Council and the feeder schools to best support your child to access virtual transitions. We hope this will prepare them for their move to Year 7.

### **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.

On each floor there is a Retreat room staffed appropriately to support class numbers on each floor. Staff deliver bespoke interventions to support children's individual SEND needs. These are recorded on CPOMS and link to annual reviews, EP reports or often, presenting behaviours that may be apparent with your child. Staff communicate with parents about these interventions in half termly meetings (usually over the phone).

Staff are supported to use a solution focused support network to match resources to your child's individual needs and interests. Staff use a graduated response document to encourage in class support and wider support such as Retreat or SENCO support.

All children are entitled to a high quality education that can be differentiated to meet their individual needs. The majority of children have SEMH as their primary need.

All children have the opportunity to be screened by our Speech and Language Therapist to ensure any underlying needs are supported.

Children have access to a nurturing school, Rights Respecting approaches that are well embedded throughout the curriculum and school day. Children are supported by skilled staff who all access targeted training to support complex SEMH needs. Where children have additional needs, Bridgelea works closely with wider agencies such as Eps to ensure children's SEND needs are well met.

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.

This year we would like to involve more parents in children's education, in particular focused on Reading. We have started to use Class Dojo to promote feedback & communication. Further to this, we hope to extend our parent voice further and will be delivering workshops around this – virtually or physically.

### 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)

Lisa Shaw (DSL) [lisa.shaw@bridgelea.manchester.sch.uk](mailto:lisa.shaw@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 Gibson / 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)

[lisa.shaw@bridgelea.manchester.sch.uk](mailto:lisa.shaw@bridgelea.manchester.sch.uk)

**Withington contact number : 0161 434 1548**

**Longsight contact number : 0161 272 8716**

### 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—Designated Safeguarding Lead - 01612728716

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

School Admissions- 0161 234 7188

