



Bridge Junior School

SEND Information Report

2022-23

Updated October 2022

Introduction

Where can I find the SEND Policy?

Bridge Junior's SEND Policy can be found on the school website:
[SEND | Bridge Junior School](#)

What is the Local Authority's Local Offer and where is it published?

The 'local offer' is a website that provides information about hundreds of service providers for children and young people with SEND in Leicester City. It can be found at <http://families.leicester.gov.uk/local-offer/>

On the website you can:

- Search for services from a range of local agencies including education, health and social care
- Find out more about SEND reforms

At Bridge Junior, we have high expectations and offer excellence and choice for all of our children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation for all. We ensure that all of our children know that they are valued and important members of our school community and through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We aim to meet the needs of each and every child, including those with Special Education Needs and Disabilities, so they reach their full potential and enjoy their learning.

How does Bridge Junior know if our pupils need extra help?

A child has special educational needs if she or he has a:

- Learning difficulty which is significantly greater than the majority of children of the same age
- Disability which makes it difficult to use the facilities normally available.

Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas. These are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.

There are a number of different circumstances which may lead to the suggestion of special educational needs.

- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with a concern that they have about your child's progress, or with a specific difficulty.

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your child's class teacher, just as he/she will contact you for an appointment if he/she has any worries.

What should I do if I think my child has special educational needs (SEN)?

Parental Concerns Flow chart

If you have concerns about your child's progress, development, behaviour or mental health, arrange a meeting with your child's class teacher (not at parents evening)

Are there still concerns following the 1/2 term intervention or support given?

Yes

SEND team will observe your child and discuss next steps.

Has progress been made?

Yes

Teacher to continue to monitor and meet with parents (if needed) to review the learning and progress made

No

SEND team to meet with teacher and parents to discuss strategies for learning and potential referrals to outside agencies

No

Continue normal monitoring and communication with the teacher.

At all times, Quality First Teaching with the class teacher is the best way for a child to make progress, but sometimes, a little boost can help realign learning.

If I think my child has special educational needs, how do I get a diagnosis for my child?

Pupils will only receive a diagnosis if they have a specific medical need e.g. ADHD. Pupils do not receive a 'diagnosis' of special educational needs. The SENCo, in consultation with the class teacher and parent, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register.

If you are concerned that your child has a specific difficulty such as **ADHD or Autism**, the SENCo can make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as **Dyslexia**, the SENCo can make a referral to a Specialist Teacher. She can identify if a pupil has difficulties consistent with Dyslexia and provide advice about how best to support their needs.

If you are concerned that your child has a **speech and language difficulty**, the SENCo can make a referral to the 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

How long does a diagnosis/referral take?

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer, on average it can take up to 20 weeks to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made within the school and are dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty, this will take approximately two weeks once the assessment has been completed.

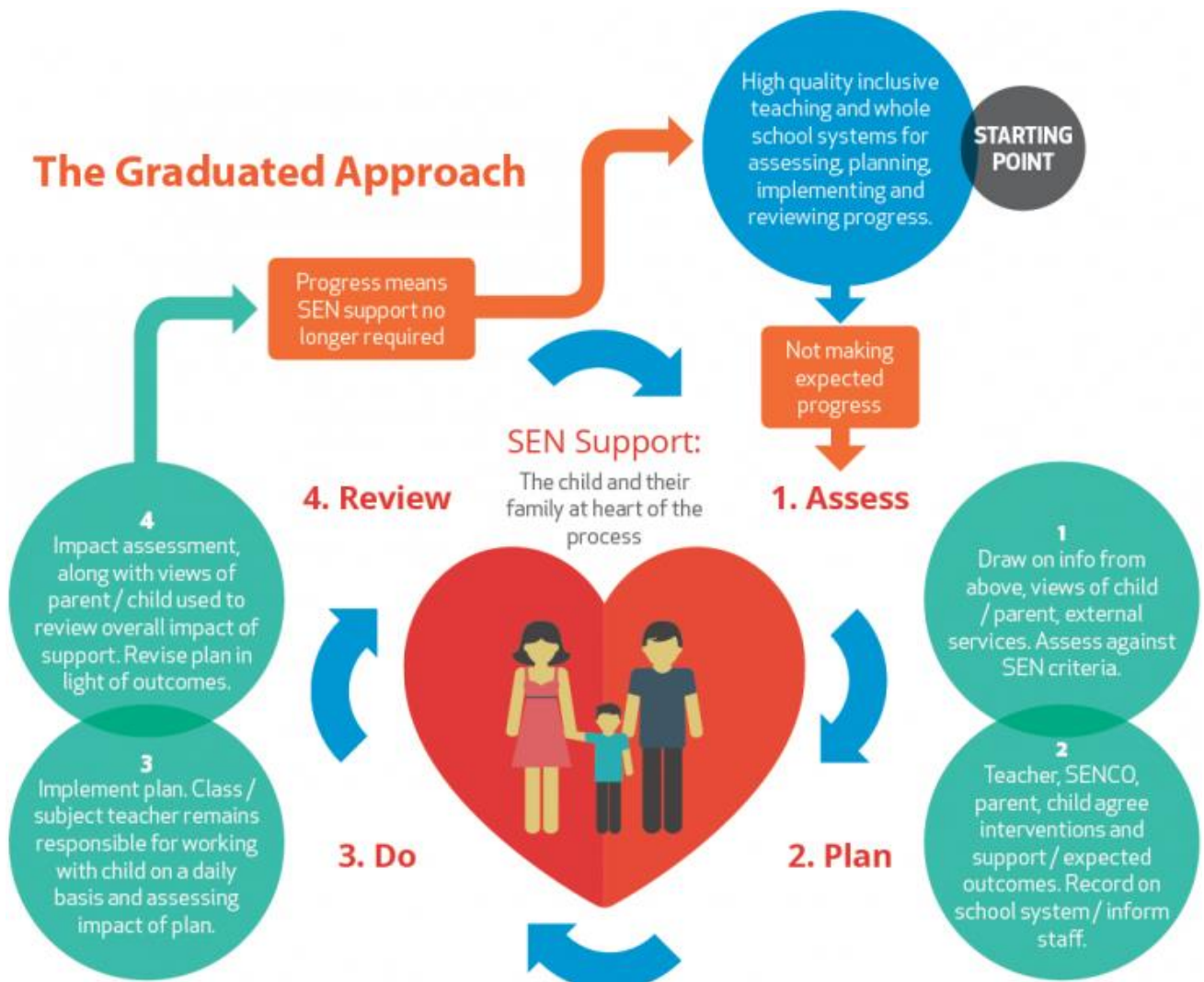
What happens once a diagnosis has been made?

At Bridge Junior we do not wait to put support in place. If it is very clear that a pupil has a difficulty and is struggling to learn, we will do everything that we can to help them whether they have a diagnosis or not. If a diagnosis is made, we will ask for advice from the relevant outside agencies about how best to help the pupil. This advice will then inform any provision that we put in place for the pupil and be shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

What will the school do to support my child?

Initially we will implement the agreed plan of action, making full use of the support available within the school. Where necessary additional advice and support may be sought from external agencies. Strategies and interventions will be in place to support the child as well as realistic short term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets. These will be reviewed through a cycle of 'Assess, Plan, Do, Review'.

There are many individual and groups of people (detailed below) who may be involved in providing support for your child.



Who?	Roles & Responsibilities
Class Teacher	<p>The Class teacher has overall responsibility for your child's progress and will work with you and your child to ensure his/her needs are met.</p> <p>The Class teacher is the first point of contact should you wish to raise a concern about your child. It is the Class teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.</p>
SENCo	<p>The SENCo will monitor the progress of all the children on the SEN register and will monitor the effectiveness of intervention for children throughout the school. The SENCo will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.</p>
Headteacher	<p>The Head Teacher is in overall charge of all staff in school. The Head Teacher leads the termly pupil progress meetings and ensures that provision and support is available for children with SEN. The Head Teacher meets regularly with the SENCo to discuss provision in school for children with SEND.</p>
Teaching Assistants	<p>The Teaching Assistants support teaching and learning on a daily basis and have excellent knowledge of the children. They work with children 1:1 as well as in small groups and also deliver structured interventions with the guidance of the class teachers and SENCo.</p>
Midday Supervisors	<p>The Midday Supervisors support the personal, social and emotional needs of your child daily. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.</p>
Administrators	<p>The Administrator will add your child's special education need to the central record and provide clerical support when needed.</p>
SEN Governor	<p>The Governing Body of Bridge Junior School has a named Governor whose responsibility is to oversee the provision for SEN and feed information back to the governing body.</p>
Outside Agencies	<p>The school works with a range of Outside Agencies including Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Paediatricians and outreach services. Their role is to support the child, family and school with all aspects of SEND.</p>

What experience and qualifications does the SENCo have?

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who holds a **National Award in Special educational Needs Co-Ordination**

In addition the SENCO attends local SEN Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.

What training do the staff have (in relation to SEND)?

All staff at Bridge Junior have regular training in a great number of areas of Safeguarding and special educational needs and disability. This may be specific to job roles or training carried out by the whole staff.

What support will there be for my child's emotional and social well-being?

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- All safeguarding and child protection issues will be reported via CPOMS to the Head Teacher and Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and the SENCo.
- PSHE is considered an important subject taught weekly and a PSHE Scheme of work is used across the whole school.
- The SENCo is trained as a Mental Health First Aider. She may be able to support children on a regular basis for a length of time, alongside outside agencies when needed.

My child has special educational needs and/or disability (SEND), what extra support could you provide and who will decide on the support?

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what Bridge Junior can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes,
- Extra adult support, group work, individual support

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service

Social, Emotional and Mental Health

- Social skills games
- Reward strategies
- Playground buddies
- Social Stories
- Lunchtime clubs

Sensory and Physical Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Specialist training from outside agencies, such as physiotherapists for pupils with disabilities
- Sensory Circuits to meet the individual sensory needs of a child

What if my child has Medical Needs?

If your child has specific medical needs then please contact either your class teacher or the SENCo so appropriate plans can be put into action. If needed, a 'care plan' can be developed, with support and advice from outside agencies, to inform all staff of the specifics of the condition and what should be done to support the needs of the child. If your child requires ongoing medication, please contact the school office for more information.

What if my child needs Support for Behaviour (including attendance and exclusion)?

If your child needs support regarding behaviour, they may have an individual plan or a personal support plan. The school may also seek advice from outside agencies where appropriate.

How will my child be involved in the process and be able to contribute their views?

Your child will be involved in the process of 'Assess, Plan, Do and Review' through talking to familiar adults about his/her work, identifying his/her strengths as well as aspects he/she finds tricky. This often involves sharing classroom work and attending review meetings if appropriate.

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

All children are well supported within the classroom by highly skilled teachers and teaching assistants. Appropriate adjustments are made to the classroom, teaching and resources to ensure that all children have access to the curriculum. These include:

- a clearly differentiated/scaffolded curriculum;
- collaborative learning (talking partners, mixed ability group work);
- using ICT or a scribe to record;
- using ICT to support learning;
- using drama techniques;
- using concrete apparatus (numicon, magnetic letters);
- the use of pupil's interests;

- targeted group work;
- pre-learning of key points or vocabulary prior to a lesson;
- 1:1 support;
- 1:1 teaching;
- interventions and guided work;
- high quality phonics teaching;
- the use of visual aids;
- adaptation of the learning environment.

What opportunities will there be for me to discuss my child's attainment and achievement and how will I know how well my child is progressing?

We pride ourselves on our positive relationship with parents and the school operates an open-door policy so if you have any questions about your child's progress you can make an appointment to see your child's class teacher at any time. We report in detail to parents through Parents' Consultation Evenings which are held twice a year and via the School Report in July.

We will also hold parent drop-in sessions for the parents of children who are on the SEN register. These are usually around the time of the parents' evenings and are held as occasionally more time is needed with a teacher in regards to a child with SEN. Permission will always be sought before your child is assessed by an outside agency, e.g. the Specialist Teaching Team, and feedback will be given as a written report or verbally as part of a review meeting. Staff also love to share successes on an as and when basis so will often catch parents at the beginning or end of the day to celebrate individual children's achievements or progress. There are also numerous occasions throughout the year when parents are invited in to school to see the children working and performing e.g. Class assemblies, learning workshops and Sports Day.

How does the school know how well my child is doing?

The children's progress is tracked termly and measured against age-related expectations in relation to the National Curriculum. This process includes Pupil Progress Meetings between the class teacher, Headteacher and SENCo when children's progress is discussed in relation to directing support and interventions appropriately. Formal national assessments take place at the end of Key Stage 2. The school also uses pre-key stage assessment measure to celebrate small steps of progress.

Assessments made by outside agencies are also utilised within the school.

How will my child be included in activities outside the classroom, including trips?

The school will endeavour to ensure that provision is put in place so that all children can access after school activities, breakfast clubs, outdoor learning and educational visits including residential opportunities. Where necessary, we will ensure that specialist support is available and if required, reasonable adjustments made to enable all children to access the provisions on offer, wherever possible.

How accessible is the school environment?

At Bridge Junior School there are very few sets of steps within it which would be a barrier to wheelchair users or those with difficulty walking. The school's ground floor is mainly accessible to wheelchairs and there is an accessible toilet.

The building is single storey and all classrooms are on the ground floor. There is a disabled toilet near the front of the school.

Due to the small school site, car parking is limited and there is not disabled parking facility. We are an actively inclusive school and will always make reasonable adjustments, where possible, for any visitors who may have a disability.

How will the school prepare and support my child to join the school?

If your child is joining our school in Year 3, we have a transition programme in place. Initially the SENCo and/or new class teacher will visit him/her in his/her KS1 setting. This is followed by 2 school visits during the Summer Term aimed at helping your child to become comfortable in his/her new surroundings. The children also receive their own Welcome pack which parents can share with them at home in preparation for the new term.

If your child joins the school in another year group, we plan, in consultation with parents/carers, the transition depending on the needs of the child. Your child is welcome to make visits to the school to meet their class and their teacher and familiarise him/herself with the school routines.

As with most things in school, these arrangements are extremely flexible and can be personalised and adapted to meet the particular needs of your child. There are also a number of set opportunities for parents to meet with staff in year group and 1:1 settings but again, further meetings can be arranged if necessary.

If a child is already identified as having special educational needs, it is usual practice for our SENCo to be invited to and attend a review meeting and for all paperwork to be forwarded to the school during the summer break.

How will the school prepare and support my child to retransfer to a new setting?

We are committed to working in partnership with professionals and families to ensure smooth secondary or alternative school transition. This usually means communication with the school, planned school visits, transition visits and sharing of key information, usually in Year 5 and Year 6. Additional individualised transition days and booklets can be organised and produced dependent on the needs of individual children. The school SENCo attends review meetings and meets with our teachers to discuss each child's profile and share any relevant information that will help your child experience a smooth transition. All paperwork is kept up to date and forwarded to the new school promptly.

How can I be involved in supporting my child?

You can support your child by:

- engaging with the school;
- attending meetings;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENCo;
- attending parent workshops and open-school events;
- supporting them with reading, spelling, times table and homework tasks;
- providing home and wider learning opportunities.

Who can I contact for further information?

If you require any further information, help or support, please contact a member of our school team.

- Your child's class teacher
- SENCo – Ms. Mina Vig
- Headteacher – Ms. Jatinder Mahil
- SEND Governor – Mrs. Asma Takolia

How can I access support for myself and my family?

School staff are always available to offer support and signpost to other organisations when necessary. Some useful organisations include:

Organisation	Telephone	Website/Email
ipsea		www.ipsea.org.uk IPSEA stands for Independent Parental Special Education Advice
SENDIASS		SENDIASS – Supporting children, young people and carers with special educational needs (sendiassleicester.org.uk)
Leicester County Council		Schools and colleges (leicester.gov.uk)
Leicestershire County Council		Special educational needs and disability Leicestershire County Council
Leicester – SEND Local Offer		Family Information SEND Local Offer (leicester.gov.uk)

How do the school manage complaints in regards to SEND?

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

What is the 'Local Offer'?

The Leicester County Council Local Offer can be found at:

[Family Information | SEND Local Offer \(leicester.gov.uk\)](http://leicester.gov.uk)

This contains information regarding the SEN provision across the county.