



SEND Information Report

2026/27

Every child belongs. Every voice matters.

Courage • Kindness • Belonging • Resilience • Integrity

This report explains how Bridge Junior School identifies and supports pupils with special educational needs and disabilities (SEND), and how we work with children and families.

Published

September 2026

Next review

September 2027, or sooner if guidance changes

Welcome

At Bridge Junior School, our ethos is Use Your Voice. We want every child to feel known, included and able to take part in the full life of the school. We recognise that children learn and communicate in different ways. When a barrier gets in the way, we listen, act and review what is helping.

Our promise

Support is based on a child's needs, not on whether they have a diagnosis. We will not wait for a diagnosis before putting appropriate school-based support in place.

Who should I contact?

Contact	How they can help
Your child's class teacher	Your first contact for concerns about learning, communication, wellbeing or participation.
Ms Cinzia Moreland, SENDCo	Coordinates SEND provision, advises staff and works with families and specialist services.
Mr Jason Williamson, Headteacher	Has overall responsibility for the school's SEND provision.
School office	0116 253 6092 office@bridge.leicester.sch.uk

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What SEND Means at Bridge

A child has special educational needs if they have a learning difficulty or disability that means they need educational provision that is additional to, or different from, what is normally available to pupils of the same age.

SEND can affect learning, communication, physical access, sensory processing, independence, relationships or emotional wellbeing. Needs may be short-term or long-term and can change over time. Some children have needs in more than one area.

The four broad areas of need

Communication and interaction

For example, differences in understanding or using language, social communication or interaction, including needs associated with autism.

Cognition and learning

For example, difficulties with reading, spelling, writing, number, memory, processing or general learning, including specific learning difficulties such as dyslexia.

Social, emotional and mental health

For example, anxiety, low mood, emotional regulation, attention, relationships or behaviour that may communicate an unmet need.

Sensory and/or physical needs

For example, hearing or visual impairment, physical disability, coordination needs, sensory processing differences or medical needs that affect access to learning.

English as an additional language

Learning English as an additional language is not, by itself, a special educational need. We consider a child's language development, previous schooling and progress carefully so that language acquisition is not confused with SEND. A child can, of course, have both EAL and SEND.

Our inclusive approach

High-quality, inclusive classroom teaching is the starting point for every pupil. Teachers adapt explanations, resources, tasks and routines so pupils can participate and make progress. Some pupils will need targeted support or specialist advice in addition to this.

Being on the SEND register is not a label and does not lower our expectations. It helps us record, coordinate and review provision clearly with the child and family.

How We Identify Needs

We identify needs as early as possible by bringing together different sources of information. A single assessment score or observation is never used on its own.

- information from the child and family;
- teacher assessment, work in books and progress over time;
- observation of learning, communication, relationships and wellbeing;
- information from previous schools and transition records;
- screening or targeted assessment where appropriate;
- attendance, health or pastoral information where this is relevant;
- advice from the SENDCo or external professionals.

If you are worried about your child

1. Speak to your child's class teacher. You do not need to wait for parents' evening.
2. The teacher will listen, share what school has noticed and agree sensible next steps with you.
3. The teacher may seek advice from the SENDCo and gather further information or assessment.
4. We will explain the support being tried, how long it will run and when it will be reviewed.
5. If concerns continue or needs are significant, we will discuss SEND Support and any specialist advice that may be helpful.

A shared decision

Parents and carers will be informed and involved before a child is added to the SEND register. We will also listen to the child's views in a way that is appropriate for their age and communication needs.

Diagnosis and referrals

A diagnosis and special educational provision are not the same thing. A diagnosis may help everyone understand a child's needs, but school support is planned from the barriers we see and the help the child needs now.

If specialist assessment may be useful, we will explain the reason, seek parental consent where required and share relevant evidence. External services set their own criteria and waiting times, so a referral does not guarantee an assessment or diagnosis. We will continue appropriate school-based support while advice is awaited.

The Graduated Approach

Where a pupil needs support that is additional to or different from the school's usual provision, we use a four-part cycle known as assess, plan, do, review. This keeps support purposeful and responsive.

Stage	What this means
Assess	Build a rounded picture of strengths, needs, barriers and starting points using the views of the child, family and staff.
Plan	Agree clear outcomes, adjustments, support, responsibilities and a review date. Record this in an appropriate support plan.
Do	The class teacher remains responsible for the pupil's learning. Agreed classroom strategies and any targeted support are put in place.
Review	Consider progress towards outcomes, the child's and family's views, and what should continue, change or stop.

Reviewing progress and effectiveness

SEND Support is reviewed at least termly, and sooner where needed. We consider whether the provision has been delivered as planned and whether it has improved participation, independence, wellbeing or learning. We use teacher assessment, work over time, agreed outcome measures and the views of the child and family.

The SENDCo and senior leaders monitor provision across the school. This may include reviewing plans, visiting lessons, checking books and assessment information, speaking with pupils and families, and evaluating targeted programmes. The Local Governing Body provides oversight through its SEND link governor.

Education, Health and Care Plans

Most pupils with SEND are supported successfully through the school's graduated approach. If a child's needs are complex, long-term and cannot be met through ordinarily available provision, the school or parent may ask Leicester City Council to consider an Education, Health and Care needs assessment.

The local authority decides whether an assessment and then a plan are necessary. If an Education, Health and Care Plan (EHCP) is issued, the school works towards its outcomes and holds a formal annual review with the child, family and relevant professionals.

Teaching, Curriculum and Support

High expectations with the right access

All pupils remain entitled to a broad, balanced and ambitious curriculum. Teachers plan from the year-group curriculum and make reasonable adjustments so pupils can understand, practise, remember and show what they know.

Assessment helps us identify what a pupil already understands, the barrier they are experiencing and the next step. Where appropriate, teaching or assessment may be matched to a pupil's current stage of development rather than relying only on age-related measures. This does not mean limiting ambition or removing pupils from their age-related curriculum.

Adjustments may include

- clear, chunked instructions and checks for understanding;
- visuals, worked examples, word banks or pre-teaching of key vocabulary;
- adapted texts, recording methods, equipment or technology;
- extra thinking time, repetition, retrieval practice or overlearning;
- carefully chosen seating, reduced distraction or planned movement breaks;
- sensory or regulation strategies;
- adult prompting that builds independence rather than creating dependence;
- short, targeted programmes with a clear purpose and review point.

What targeted support should look like

Support should be time-limited or reviewed regularly, linked to a clear outcome and connected back to classroom learning. A teaching assistant may deliver part of the provision, but the class teacher remains responsible for planning, teaching and progress.

Assessment arrangements

Access arrangements for statutory assessments are used only when a pupil meets the relevant national criteria and the arrangement reflects their normal way of working. For pupils working below subject-specific standards, the school uses the appropriate national assessment framework, including the Engagement Model where this applies.

Examples of Support

The exact support a pupil receives depends on assessment and review. The examples below are not a checklist and not every approach will be suitable for every child.

Communication and interaction

- visual timetables, now-and-next prompts and structured routines;
- explicit teaching of vocabulary, language or social understanding;
- additional processing time and reduced language load;
- speech and language strategies, including programmes advised by a therapist;
- communication systems or alternative ways to express choices and needs.

Cognition and learning

- carefully sequenced teaching in small steps;
- structured phonics, reading, spelling or number support;
- overlearning, retrieval and memory aids;
- concrete resources, models and worked examples;
- adapted recording methods or assistive technology.

Social, emotional and mental health

- a trusted adult, planned check-ins and clear predictable routines;
- emotion coaching and explicit teaching of regulation strategies;
- support with relationships, confidence, anxiety or change;
- a safe, agreed space and a plan for returning to learning;
- pastoral or specialist advice where this is appropriate.

Sensory and/or physical needs

- reasonable adjustments to the environment, seating or movement;
- specialist equipment, enlarged or adapted resources;
- sensory breaks or an individual sensory plan;
- fine- or gross-motor support advised by an appropriate professional;
- personal care, mobility or medical support agreed through an individual plan.

Funding

The school uses its delegated SEND funding to provide inclusive teaching, staff training, resources, targeted support and specialist advice. Where a pupil has an EHCP, the local authority may allocate additional funding. Provision is decided from assessed need and agreed outcomes, not by dividing funding into a fixed amount for each child.

Roles, Expertise and Specialist Services

Who is responsible?

Role	Main responsibility
Class teacher	Plans and adapts teaching, checks progress, works with the family and coordinates day-to-day provision.
SENDCo	Leads the graduated approach, advises colleagues, monitors provision and liaises with families and external services.
Headteacher	Has overall responsibility for SEND and ensures duties are carried out.
Support staff	Deliver agreed support under the direction of teachers and help pupils become increasingly independent.
Local Governing Body	Holds leaders to account for the quality and impact of SEND provision through its SEND link governor.

Staff expertise and training

Ms Moreland is a qualified teacher and holds the National Award for SEN Coordination (NASENCO). She supports staff through advice, coaching, planning and training. Training is selected in response to pupil needs and the school's improvement priorities. It may include communication, literacy, autism, attention, emotional regulation, sensory needs, medical conditions or safe and positive support.

No member of staff is expected to work beyond their competence. Where specialist expertise is needed, the school seeks advice and ensures recommendations are understood, implemented and reviewed.

Working with other services

With parental involvement and consent where required, we may work with services such as:

- educational psychology and specialist teaching services;
- speech and language therapy;
- occupational therapy, physiotherapy and health services;
- school nursing, paediatrics or mental health services;
- social care, early help and family support;
- voluntary organisations and independent advice services.

The availability, referral criteria and waiting times of external services are set by those services. School remains responsible for the provision it has agreed to deliver.

Working with Children and Families

Parents and carers

Families know their children well. We aim for communication that is honest, respectful and easy to understand. We will explain concerns, what support is being tried, the intended outcome and when it will be reviewed. We welcome questions and will avoid unnecessary jargon.

- regular parent consultations and annual reports;
- termly SEND Support reviews, or more often where needed;
- annual reviews for pupils with an EHCP;
- additional meetings when concerns arise or plans need to change;
- reasonable steps to make information and meetings accessible, including support with language or communication where available.

Pupil voice

Our ethos, Use Your Voice, applies to every child. Pupils are supported to express what helps, what feels difficult, what they are proud of and what they want to work towards. This may happen through conversation, observation, pictures, symbols, communication systems or support from a trusted adult.

Pupil views inform support plans, reviews and transition arrangements. We do not assume that speech is the only way to have a voice.

Wellbeing, relationships and bullying

We understand that behaviour can communicate distress, unmet need or difficulty with regulation. Staff seek to understand what is happening, teach safer and more successful strategies, and make reasonable adjustments where appropriate. SEND does not remove the need for boundaries; it changes how we help a child understand and meet them.

Pupils with SEND are included in the school's pastoral and safeguarding systems. Concerns about bullying are taken seriously. We teach respectful relationships, provide trusted adults, monitor patterns and respond in line with the school's behaviour and anti-bullying arrangements.

Attendance and safeguarding

Good attendance supports belonging, learning and relationships. If disability, anxiety, health or another SEND-related barrier affects attendance, school will work with the family to understand the cause and agree support. Safeguarding procedures always apply to all pupils.

Shining Stars

Shining Stars is Bridge Junior School's internal provision for a small number of pupils with complex needs who require a highly personalised approach for part of their week. It is not a separate school or a separate admissions route.

The purpose

To help pupils communicate, regulate, learn and participate successfully, while remaining valued members of the wider Bridge community.

What provision may include

- a personalised timetable based on assessed strengths and needs;
- short, carefully sequenced learning sessions with opportunities for repetition;
- communication systems and support to express choices, feelings and needs;
- consistent routines, visual structure and preparation for change;
- sensory and emotional regulation support;
- learning focused on independence, engagement and functional application;
- planned opportunities to learn, play and take part alongside peers.

How decisions are made

Placement in Shining Stars is based on detailed assessment and discussion with the child, family, school staff and relevant professionals. It is not determined by diagnosis alone. The provision, timetable and intended outcomes are recorded and reviewed through the graduated approach or EHCP process.

Progress and belonging

Progress may include subject knowledge as well as communication, engagement, regulation, independence and participation. Pupils join their class and the wider school for learning, assemblies, play, visits and events where this is appropriate and successful. Plans are adjusted as needs change.

A personalised route, not a lower ceiling

We keep expectations ambitious. Personalisation means removing barriers and choosing the right next step; it does not mean deciding in advance what a child cannot achieve.

Inclusion, Accessibility and Transition

The wider life of the school

Pupils with SEND are supported to take part in clubs, visits, residential experiences, performances, sport, leadership opportunities and other school activities alongside their peers. Staff plan reasonable adjustments and complete individual risk assessments where needed. Families are involved in planning when this helps an activity to be safe and successful.

Accessibility and disabled pupils

The school follows its admissions arrangements and does not treat a pupil less favourably because of disability. A pupil with an EHCP naming Bridge Junior School is admitted in line with the statutory process. The school anticipates barriers and makes reasonable adjustments to the curriculum, environment, information and activities.

The main teaching accommodation is on the ground floor and an accessible toilet is available. On-site disabled parking is not available, so visitors who need access support should contact the school office before their visit. Individual access needs are considered with the family, and specialist advice or equipment is sought where appropriate.

Further detail is set out in the school's Accessibility Plan and Equality Information and Objectives, available on the school website.

Medical needs and personal care

A medical condition does not automatically mean that a child has SEND, although some children have both. The school works with families and health professionals to create an individual healthcare plan where one is needed. Relevant staff receive information or training, medicines are managed safely, and personal care is provided with dignity in line with agreed plans and school policy.

Transition into, within and beyond Bridge

Good transition starts early and is adapted to the child. It may include:

- information-sharing with families, previous settings and receiving schools;
- additional visits, photographs, visual guides or opportunities to meet key adults;
- joint planning between teachers, the SENDCo and external professionals;
- updated support plans, communication profiles, healthcare plans and risk assessments;
- careful planning for changes of class, teacher, room or routine;
- enhanced Year 6 transition and liaison with the receiving secondary school.

Questions, Concerns and Complaints

Most questions are resolved quickly through a conversation. Please begin with the class teacher. If the concern is about SEND provision or remains unresolved, contact the SENDCo. The Headteacher can consider concerns that need further attention.

If you wish to make a formal complaint, use the school's published Complaints Policy. This explains the stages, timescales and how to escalate a complaint. Complaints about an EHCP decision or local authority process follow separate routes; SENDIASS or IPSEA can provide independent information about these.

Useful information and independent support

- [Bridge Junior School SEND page](#)
- [Bridge Junior School policies](#)
- [Leicester City Council SEND Local Offer](#)
- [SENDIASS Leicester](#)
- [IPSEA: independent SEND legal information](#)
- [SEND Code of Practice: 0 to 25 years](#)

Legal framework

This report has been prepared with regard to the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010, the SEND Code of Practice: 0 to 25 years, and current Department for Education guidance on information that academies must publish.

It should be read alongside the school's SEND Policy, Accessibility Plan, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy, Behaviour Policy, Safeguarding Policy and Complaints Policy.

Help us keep this report useful

If any part of this report is unclear or difficult to access, please contact the school office. We welcome feedback from pupils and families and review the report at least annually.

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