



SEND Information Report 2026/2027

Teagues Bridge Primary
School



www.teaguesbridgeprimary.org

Special Educational Needs and Disability (SEND) School Offer

Teagues Bridge Primary School's SEND school offer is written with due regards to the Special Educational Needs and Disability Act 2001 and the revised Code of Practice 2014.

Aims

At Teagues Bridge Primary School we believe that every pupil, regardless of gender, race or disability, has an equal right of access to a broad and balanced curriculum. We consider it essential that the curriculum is represented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

The aims of our provision in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
(<https://www.gov.uk/government/collections/national-curriculum>)
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adapted curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

This School Offer should be read in conjunction with the following school policies:

- SEND and inclusion policy
- Child protection policy
- Anti-bullying policy
- Code of conduct
- Behaviour policy

What are special educational needs (SEN) or a disability?

At Teagues Bridge Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
 - Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Admissions

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the effective education of the child and of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Early Identification

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, relating to inadequate levels of progress or attainment despite additional support.
- Screening, such as that completed as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they may have additional needs.

What is the procedure when concerns are raised about a child's learning?

If a teacher has a concern for a child's learning, the following procedure will be followed:

- 1) A SEND concern form will be completed by the class teacher and passed to and discussed with the SENCo.
- 2) The individual child will be closely monitored by the SENCo who may suggest specific interventions or adaptations to the curriculum. Teachers will notify parents of any intervention their child is involved in via an intervention letter.
- 3) Interventions and support will be monitored alongside progress by the SENCo.
- 4) If the child does not make sufficient progress, despite additional support, the school will work with parents to plan possible ways forward.

Parents will be kept informed and up to date with their child's progress and learning through regular meetings with the class teacher, progress reports and intervention letters.

What is the procedure for parents/carers to raise concerns about their child's learning?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo. Parents may also contact the SENCo directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. classroom observation by the senior leadership team, the SENCo, external verifiers,
 2. ongoing assessment of progress made by pupils with SEND,
 3. work scrutiny of planning and books to ensure effective matching of work to pupil need,

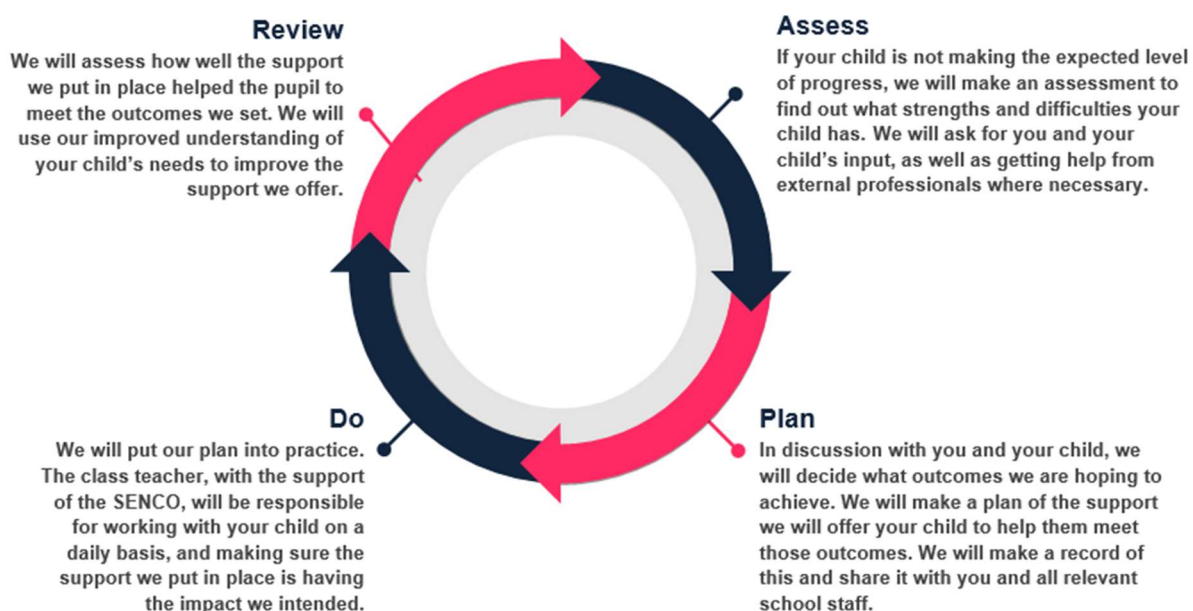
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of support provided,
 6. monitoring of attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
 - All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the termly reports and also at events such as Parents' Evenings.
 - Pupils' attainment and progress are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly pupil progress meetings. Additional action to increase the rate of progress will be then identified and implemented.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow an assess, plan, do and review model:

1. *Assess*: Data on the pupil held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. *Plan*: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. *Do*: SEND support will be recorded on a class provision map that will identify a clear set of expected outcomes. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

If progress rates are judged to be inadequate despite the delivery of high quality adaptations and interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special schools.
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service

How will pupils be involved in decisions regarding provision that can better meet their needs?

At Teagues Bridge Primary School, we use one-page profiles. These are completed by the pupils themselves alongside the SENDCo and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed, and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

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

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- Class teachers will plan lessons according to the specific needs of the children in their class. They will ensure that learning tasks are adapted to enable all children to access their learning as independently as possible. They will plan for additional scaffolds and support to be in place for those children who require it.
- Specific resources and strategies will be used to support children individually and in groups.
- Planning and teaching will be adapted on a daily basis to ensure all children can access what is on offer and make progress.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents be involved and kept informed of their child's progress and attainment?

- The progress made by children is monitored daily by teachers through marking, observations and lessons.
- The progress of all children will be formally reviewed every term and children will be levelled against their age.
- Following each assessment period, a parent consultation evening or school report will ensure that parents are informed of the progress of their children.
- At the end of each key stage (years 2 and 6) all children are required to be formally assessed through SATs.
- EHCPs will be reviewed annually during an annual review meeting. Parents, teachers and other external professionals who are involved in the child's education will be invited to attend this review.
- The SENDCo will monitor the progress of children on the SEND register and will produce a termly report for the head teacher and governors.
- There are a wide range of ways that the school will use to keep parents informed. These include:
 - Home/school communication diary
 - Letters
 - Class newsletter
 - Annual reviews
 - Updates and resources accessible on the school's website.
 - Parents evening and parent meetings

How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at <https://www.teaguesbridgeprimary.org/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

What support is available at Teagues Bridge Primary School?

At Teagues Bridge Primary School, we use the 'Waves of Intervention' approach to help us to identify the level of support needed by each child. Outlined below are the

Support in key stage 1

Area of need	Wave 1 Quality first teaching & general provision for all children	Wave 2 Teacher focused enhanced group support (for those working just below ARE)	Wave 3 Additional SEND support for those who require more than wave 2 support
Cognition and learning	- Adaptive planning, activities, delivery and outcome - Individual targets for reading, writing and maths - Daily read, write, inc phonics lessons - Cross curricular use of ICT - Use of models and images	<u>Maths</u> - Additional small group maths support - Numicon lessons - Calculation Club intervention in small groups - Pre-teaching <u>Literacy</u> - Additional small group writing support - Rainbow writing intervention	<u>Maths</u> - 1:1 number recognition and understanding - 1:1 numicon sessions - Pre and post teaching - Precision teaching <u>Literacy</u> - 1:1 targeted daily reading intervention

	- Use of practical resources - Assessment for learning - Peer and self-assessment - Higher order questioning - Growth mindset lessons - Focus guided group with the class teacher - Focus guided group with a TA	- Additional small group reading - Daily 1:1 reading - 1:1 phonics tuition - Small group additional handwriting with RWInc handwriting	- 1:1 targeted daily writing intervention - Start write stay write letter formation 1:1 - Precision teaching <u>Other</u> - Input from LSAT - Input from Educational psychology service
Communication and interaction	- Adaptive planning, activities, delivery and outcomes - Variety of language stimuli - Visual stimuli - Talking partners - Talking tins - Modelled communication and interaction - Group and class discussions - Role play areas - Cross-curricular links - Word aware	- Targeted support for speaking and listening - Modification of language – short chunks accompanied by either models or images - Thinking time - Targeted EAL support - Story telling groups	- Support / input from SALT - ICT support - ELKLAN - Input from LSAT - Input from educational psychology
Social, mental and emotional health	- Whole school behaviour policy and reward system - JIGSAW lessons - Circle times - Friendship pod - SAS crew - Playground pals - Bullying forms - Outdoor learning - Growth mindset work	- Social stories - Individual reward systems - Behaviour plans - Risk assessments - Social skills group work - Friendship group work - Growth mindset small group work	- Early intervention workers - BSAT support - CAMHs support - Input from educational psychologist - Child in care support - Educational support worker input

		- Lego build to express	- Mental health practitioner input
Sensory and physical	- Brain gym - PE lessons - Adaptive planning, activities, delivery and outcomes - Nelson handwriting - Additional equipment (pencil grips, shaped pencils) - Environmental considerations eg: seating position	- Additional handwriting groups - Teodorescu Perceptuo writing programme - Working in quiet spaces in the classroom - Fiddle toys - Wobble cushions	- Individual support during physical activities - Pre writing fine motor skills - Occupational therapy support - Sensory inclusion service support - Physiotherapy programme - Input from LSAT - Input from Educational psychology team - Specialist ICT equipment - Individual risk assessments - Adapted equipment recommended by an outside agency

Support in key stage 2

Area of need	Wave 1 Quality first teaching & general provision for all children	Wave 2 Teacher focused enhanced group support (for those working just below ARE)	Wave 3 Additional SEND support for those who require more than wave 2 support
Cognition and learning	- Adaptive planning, activities, delivery and outcome - Individual targets for	<u>Maths</u> - Additional small group maths support - Numicon lessons - Calculation Club intervention in small groups	<u>Maths</u> - 1:1 number and calculating sessions - 1:1 numicon sessions - Pre and post teaching

	- reading, writing and maths - Daily read, write, inc phonics lessons - Cross curricular use of ICT - Use of models and images - Use of practical resources - Assessment for learning - Peer and self-assessment - Higher order questioning - Growth mindset lessons - Focus guided group with the class teacher - Focus guided group with a TA - SPAG and maths dictionaries - Spelling dictionaries	- Pre-teaching <u>Literacy</u> - Additional small group writing support - Rainbow Writing intervention - Additional small group reading - Daily 1:1 reading - SNIP phonics groups - 1:1 phonics tuition - Small group additional handwriting with Nelson handwriting - Additional reading comprehension groups - Beat dyslexia - Fresh start phonics programme - Transition planning	- Precision teaching <u>Literacy</u> - 1:1 targeted daily reading intervention - 1:1 targeted daily writing intervention - Start write stay write letter formation 1:1 - Precision reading and spelling - Toe by toe - SNIP <u>Other</u> - Input from LSAT - Input from Educational psychology service - Transition planning
Communication and interaction	- Adaptive planning, activities, delivery and outcomes - Variety of language stimuli - Visual stimuli - Talking partners - Talking tins - Modelled communication and interaction - Group and class discussions - Role play areas	- Targeted support for speaking and listening - Modification of language – short chunks accompanied by either models or images - Thinking time - Targeted EAL support - Story telling groups	- Support / input from SALT - ICT support - ELKLAN - Input from LSAT - Input from educational psychology - Black sheep resources - Pre-teaching of vocabulary

	- Cross-curricular links - Word aware		
Social, mental and emotional health	- Whole school behaviour policy and reward system - JIGSAW lessons - Circle times - Friendship pod - SAS crew - Playground pals - Bullying forms - Outdoor learning - Growth mindset work	- Social stories - Individual reward systems - Behaviour plans - Risk assessments - Social skills group work - Friendship group work - Growth mindset small group work - Lego build to express	- Early intervention workers - BST support - CAMHs support - Input from educational psychologist - Child in care support - Educational support worker input - Behaviour plan - Risk assessment - Additional secondary transfer visits - Input from mental health practitioner
Sensory and physical	- Brain gym - PE lessons - Adaptive planning, activities, delivery and outcomes - Nelson handwriting - Additional equipment (pencil grips, shaped pencils) - Environmental considerations eg: seating position	- Additional handwriting groups - Teodorescu Perceptuo writing programme - Working in quiet spaces in the classroom - Fiddle toys - Wobble cushions - Dance mat touch typing	- Individual support during physical activities - Pre writing fine motor skills - Occupational therapy support - Sensory inclusion service support - Physiotherapy programme - Input from LSAT - Input from Educational psychology team - Specialist ICT equipment - Individual risk assessments

			- Adapted equipment recommended by an outside agency - Individual risk assessment - Transition planning
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Interventions

Interventions may be delivered to small groups or individuals and are usually delivered by the teaching assistants or the class teacher within school. The need for interventions is identified via progress data and the performance in class and their progress within the intervention is monitored by the SENCo. Daily records of progress are kept up to date after each session.

The following interventions are currently available in the EYFS and key stage 1:

<u>Intervention</u>	<u>Details</u>
SALT	Children who have received support from the speech and language team continue their individual programme in school on a 1:1 or small group basis.
1:1 Phonics tuition	Children who are identified during Read, Write Inc phonics as requiring additional phonics support will receive 1:1 tuition in the necessary areas.
Calculation Club	These sessions use practical resources to develop children's understanding in number and the number system. The sessions can focus on a specific aspect that the children are struggling with or problem solving.
Rainbow Writing	These groups focus on developing children's knowledge within spelling, punctuation and grammar and how to apply this to their own writing.
1:1 reading	Children who need support with fluency in reading will have daily 1:1 reading for 10 minutes with the class TA.
Handwriting	These sessions are aimed to support children improve their fine motor skills and letter formation through a hands on, multi-sensory approach.

Memory games	These sessions take place daily for 5 to 10 minutes and are run on a 1:1 or small group basis. They use games and activities recommended by the LSAT to improve children's memory and ability to retain learning.
Listen with Lucy	This programme can be used with a small group or whole class. It teaches children how to listen and follow instructions.
Talk Boost	This is a catch-up programme for children who are struggling with talking and understanding words.

The following interventions are currently available in key stage 2:

<u>Intervention</u>	<u>Details</u>
SALT	Children who have received support from the speech and language team continue their individual programme in school on a 1:1 or small group basis.
Phonics	Children who are identified as requiring additional phonics support for reading and spelling can attend a phonics intervention group.
Calculation Club	These sessions use practical resources to develop children's understanding in number and the number system. The sessions can focus on a specific aspect that the children are struggling with or problem solving.
Rainbow Writing	These groups focus on developing children's knowledge within spelling, punctuation and grammar and how to apply this to their own writing. Writing groups are focussed on developing children's use of vocabulary and sentence structure.
1:1 reading	Children who need support with fluency in reading will have daily 1:1 reading for 10 minutes with the class TA.
Handwriting	These sessions are aimed to support children improve their fine motor skills and letter formation through a hands-on, multi-sensory approach.
Precision teaching	This is delivered on a 1:1 basis every day for 5 minutes. Precision teaching is delivered for maths, reading and spelling.
Memory games	These sessions take place daily for 5 to 10 minutes and are run on a 1:1 or small group basis. They use games and activities recommended by the LSAT to improve children's memory and ability to retain learning.

Fresh Start	Fresh Start is used in upper key stage 2 with children who would benefit from additional phonics. The programme runs the same as the daily phonics lessons in key stage 1 but use more age appropriate texts.
Talk Boost	This is a catch-up programme for children who are struggling with talking and understanding words.

The Engagement Model

The engagement model is a teacher assessment tool to help schools support pupils who are at working below the level of the national curriculum and not engaged in subject-specific study.

A child may be assessed using the engagement model if they have special educational needs and disabilities, which mean they cannot demonstrate recognisable and specific skills, knowledge and understanding in reading, writing and mathematics. As such, they are unable to engage in such subject-specific study.

The engagement model is formed of 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

The engagement model will help to improve the school's understanding of how well a child is engaging in the development of new skills, knowledge and concepts in the school's curriculum. It will help to understand their achievements and progress in their physical, social, emotional and cognitive development. It is important that children can show progress, regardless of any additional needs they may have. This will enable the school to better support each child.

Small Steps Progression

We will use the Small Steps Progression document to assess the attainment and progress of children working at pre-key stage expectations. This will be used to identify the child's abilities and to inform small steps target. The small steps progression document will ensure teachers have a secure understanding

of the needs of the child and will enable them to plan personalised provision and monitor the progress of those children working below the key stage.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the medical team and parents and if appropriate, the pupil themselves.
- Staff who administer and supervise medications, will complete formal training and be verified as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

What specialist services are available at the school?

The school has access to a range of specialist support from the outside agencies detailed below:

<u>Funded by?</u>	<u>Support available</u>
School	○ LSAT – learning support advisor team ○ Additional SALT ○ Educational Psychology service ○ 1:1 or small group interventions ○ Behaviour support ○ Smash Life ○ Learning mentor support
National Health Service	○ School nurse team ○ Bee U ○ Sensory Inclusion Service ○ Occupational Therapy ○ Trail Blazers Mental Health Team
Local authority	○ Early intervention ○ Inclusive school forum ○ Early years inclusion panel ○ Parent support service (IASS) ○ Fair access panel

Here is an overview of the support available from these outside agencies:

Agency	What is involved?	Who will receive this?
Speech and language support (SALT)	○ Children with specific needs in this area and who have been seen by the SALT team, may have a specific programme in place for them that will be followed in school. ○ A home-school contact book will be set up between school and parents to allow school to keep parents updated about the sessions ○ The class teacher will ensure that the SALT sessions take place at least 3 times a week (or as recommended on the programme) ○ The SALT team will come into school and train specific TAs to deliver the programme where necessary	Children with specific speech, language and communication needs
Learning Support Advisory Team (LSAT)	○ The LSAT is able to carry out assessments on academic needs and identify any gaps that children may have. ○ They are also able to carry out assessments on specific learning difficulties such as dyslexia and processing needs. ○ The LSAT works with the child, the class teacher and will meet with parents when carrying out their assessments and will provide a comprehensive report on the outcomes. ○ They will make recommendations for interventions and additional support that may be needed which the school then put into place to support the child. ○ The LSAT can also support class teachers with identifying need and recommend different techniques to implement within the whole class also.	Children who have been identified as requiring additional support, may have specific difficulties or may require additional interventions to aid their progress.
Educational Psychologist	○ The school has a linked Education Psychologist and they work with staff, pupils and parents to plan support for children identified as having difficulties with their learning, behaviour or emotional health. ○ The EP will carry out a consultation with the school and parents and may carry out 1:1 work with the child concerned. Following this consultation, the educational psychologist will work with the school to formulate an action	Children who have been identified as requiring additional support, may have specific difficulties or may require additional interventions to aid their progress.

	plan of targeted support for the child which is put into place and then reviewed with the EP after 6 weeks. ○ The EP may also carry out drop in sessions where staff work with her to plan support for children in their class who they are concerned about but do not require a full consultation. ○ The EP will also make recommendations for an EHCP needs assessment.	
Behaviour Support Advisory Team (BSAT)	○ The BSAT team may come into school to carry out observations when concerns regarding a child's behaviour have been raised. They may observe them in class or on the playground and will provide a report and recommendations for supporting the child. ○ The BSAT team also provide training for staff on different areas relating to behaviour. ○ A member of the BSAT team may also be invited to attend TAC meetings when there are concerns about a child's behaviour. ○ A member of the BSAT team can also work 1:1 with children on things such as managing their own emotions and techniques to use when feeling angry.	When concerns over a child's behaviour are raised, BSAT may come into school to carry out an observation and make recommendations.
Sensory Inclusion Service	○ The sensory inclusion service can carry out assessments and offer advice and guidance to the school to ensure children with hearing or visual impairments are fully supported and that the support is appropriate.	Children with visual or hearing difficulties may have involvement from this service.
Occupational Therapy (OT)	○ If a child is referred to occupational therapy, parents may be offered a telephone advice appointment or the child may attend the centre for a full assessment of their needs. ○ Following any assessment, the OT team will provide a comprehensive report on their findings and make recommendations for additional interventions and/or resources that could be used to support the child in school and at home.	OT may become involved when children display sensory behaviours or concerns with their gross and fine motor skills are raised.

How are adults at Teagues Bridge supported to work with children with SEND and what training do they have?

- The SENCo's job is to support the class teacher with planning provision for children with SEND and to support TAs in delivering intervention programmes.
- The SENCo has completed a Post Graduate certificate in Inclusive Practice and has complete the National Award for SENCo's.
- Teachers have received training in following areas:
 - Using Lego Build to Express to overcome emotional and communication needs
 - Supporting children with ASD needs
 - Use of Persona Dolls to combat discrimination
 - Supporting children with hearing impairments
 - Supporting children with attachment needs
 - Supporting children with anxiety through a CBT approach
 - Supporting children with specific medical needs
 - Emotion coaching
 - Adaptive teaching
 - Provision mapping
- All staff at school have received training in the following areas:
 - Read, Write, Inc phonics, spelling and fresh start
 - Numicon maths
 - Child protection
 - Adaptive teaching
- Some staff have training in the following areas:
 - MAPA
 - Cool Kids
 - ELKLAN
 - Precision teaching for reading. spelling and maths
 - Talk Boost

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.

Transition to a new school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other settings may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How has Teagues Bridge ensured the school is physically accessible to all children?

- The school updates its accessibility audit and accessibility plan annually and this can be found on the school's website.
- Most of the outside of the building is accessible via the ramp on the far side of the playground.
- The inside of the building has limited access due to stairs but power supplies for lifts are in place if they become required.
- The staff here have a range of training to suit children with a range of needs.
- Handrails have been fitted on all stairs at an appropriate height for children.

Staff Responsibilities

Outlined below are details of the people who work in our school, support those with SEND and information on how you can contact them if you have a concern or query.

<u>Who?</u>	<u>What are they responsible for?</u>
Class teacher	○ Your child's class teacher is recommended as your first point of contact if you have any concerns. ○ They are responsible for: ○ Ensuring that children have access to good/outstanding teaching and that the curriculum is adapted to meet the needs of individuals (known as differentiation) ○ Monitoring the progress of children and identifying, planning and delivering any additional help a child may need and discussing this with the SENCO (Mrs Woods) ○ Writing class provision maps and ensuring that the needs of children with SEND are planned for and sharing these with the individual child and their parents. ○ Ensure that all members of staff within the classroom are aware of children's individual needs and the class provision map and any specific adjustment that may be needed.

	○ Ensuring the school's SEND policy is followed in their classroom. ○ Teachers are best contacted at the end of the school day, when all other children have gone home or by telephoning the school office to arrange an appointment.
The SENCo (Mrs Woods) 	○ The school SENCo is responsible for overseeing and monitoring the progress and provision for all children on the SEND register. ○ The SENCo regularly meets with individual children to monitor their progress and engagement in school ○ The SENCo is responsible for monitoring the impact of interventions and 1:1 support to ensure it fully meets the needs of the individual. ○ The SENCo regularly meets with teachers to ensure children with specific needs continually have access to an outstanding curriculum that meets their specific needs The SENCo can be contacted through the school office who will arrange a time for you to meet with Mrs Woods.
The Head teacher (Mrs Abdulla) 	Mrs Abdulla is responsible for: ○ The day to day management of all aspects of the school, this includes the support of children with special educational needs or disabilities. She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. ○ Mrs Abdulla will make sure that the governing body is kept up to date about any issues in the school relating to SEND Mrs Abdulla can be contacted via the school office or telephoning to make an appointment.
SEND governor (Reverend Kevin Evans)	Mr Steve Reynolds & Reverend Kevin Evans are responsible for: ○ Ensuring the school has an up to date SEND policy ○ Ensuring the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. ○ Ensuring that the necessary support is made for any child who attends Teagues Bridge and has SEND needs.

	○ Making visits to the school to understand and monitor the support given to children with SEND in the school and being part of the process to ensure the children achieve their full potential. Governors can be contacted in writing via the school office. Address letters to Mr Steve Reynolds & Reverend Kevin Evans.
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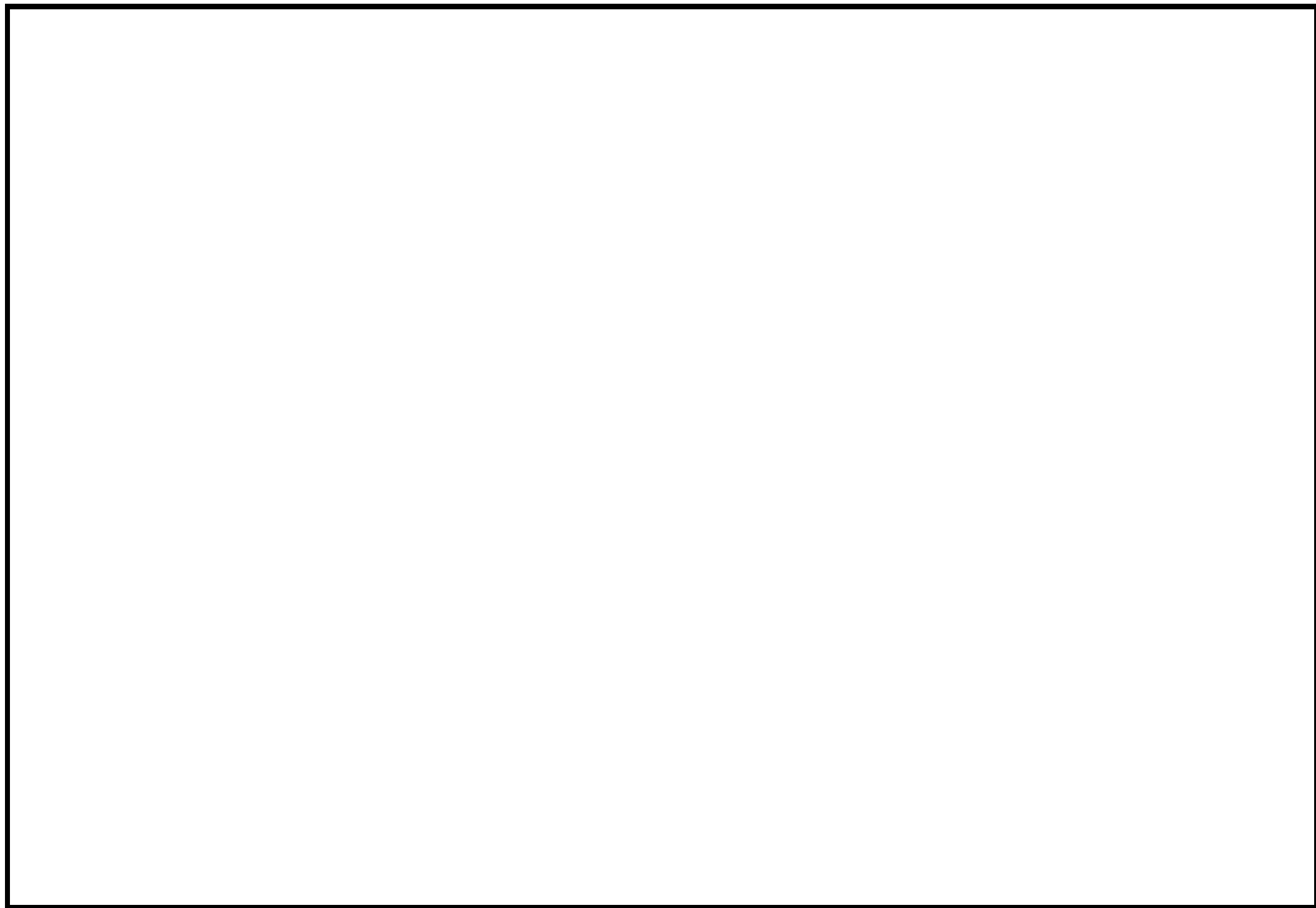
Support services for parents of pupils with SEN include

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IASS service
<http://www.iassnetwork.org.uk/>
- The Local Offer aims to bring together useful information across education, health and social care within one website. You can find information, advice and guidance and a range of local service providers who support children and young people with Special Educational Needs and Disabilities. The local offer can be found at <https://www.telfordsend.org.uk/site/index.php>

Glossary of terms

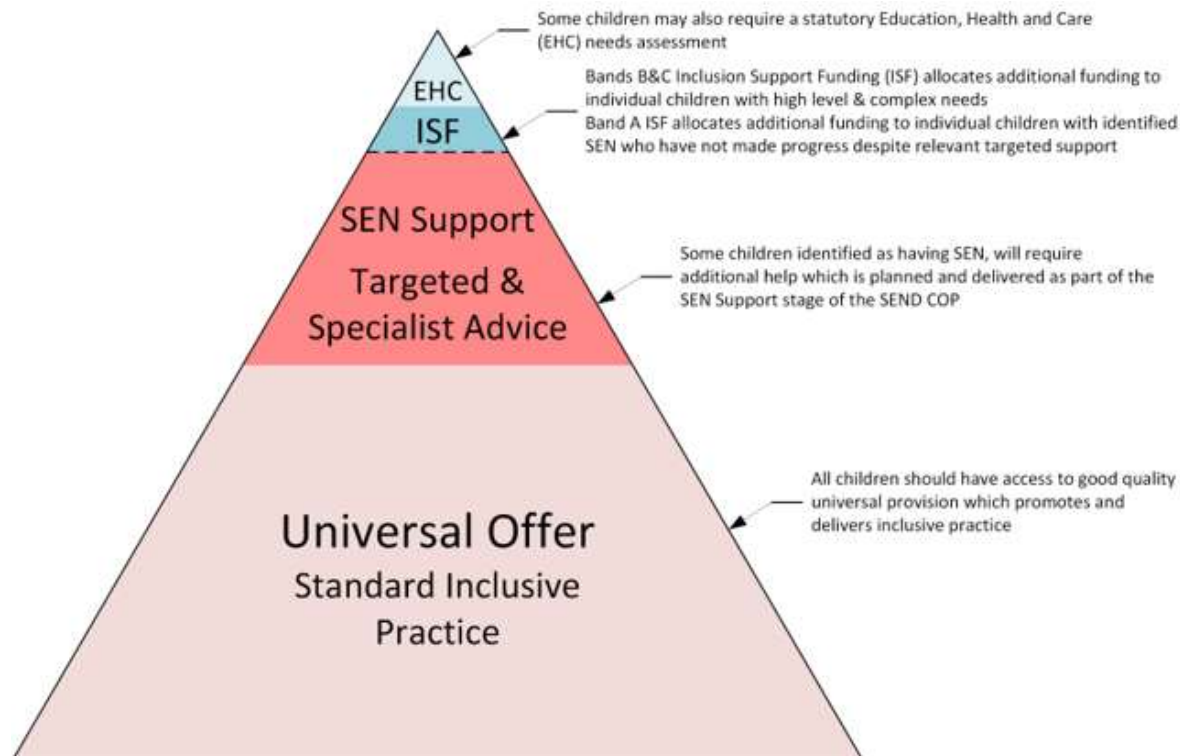
<u>Term</u>	<u>Meaning</u>
PDR	Plan, Do, Review action plan
SEND Support	Support for children with special educational needs
SEND	Special Educational Needs and Disabilities
EHCP	Education, health and care plan
SALT	Speech and language therapy
CAMHS	Child and adolescent mental health service
EP	Educational psychologist
OT	Occupational therapy
ASD	Autistic spectrum disorder
LSAT	Learning support advisor team
BSAT	Behaviour Support Advisory Team
SIS	Sensory Inclusion Service
ISF	Inclusive School Forum

Access arrangements	Special arrangements to allow pupils with SEND to access assessments or exams
Annual review	An annual meeting to review the provision in a pupil's EHC plan
Adaptive teaching	When teachers adapt how they teach in response to a pupil's needs
EHC needs assessment	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
EHC plan	An education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind



Teagues Bridge Primary School Universal Offer

Universal provision is support that is available to all children who attend Teagues Bridge Primary School. This support is available in all classes and is part of the school's offer to ensure all children can make progress and achieve well. Children's attainment and progress is closely monitored by school staff and if there are concerns with progress and attainment through the universal offer, further support will be provided through SEND support, then Inclusive School Funding and EHCPs.



This document outlines the universal support offer that all children can expect to receive at Teagues Bridge Primary School.

Whole school practice	Cognition and Learning	Speech, Language and Communication	Social, emotional and mental health	Sensory and Physical
- Visual timetable near a clock. - Clear space around the IWB. - Vocabulary displayed straight. - Key learning displayed only. - Help Yourself Shelf in every class. - Use of widgets. - Emotions daily check in. - Daily word aware. - Nelson handwriting font. - Clear classroom routines that are consistent. - Pupil's name and eye contact established before instructions are given. - Line of vision - Key vocabulary taught - Visual supports - Adult modelling learning	- Access to online learning programmes – TTRS - Access to ICT - Adapted work - Adaptive teaching strategies - Appropriate pens and pencils - Pencil grips - Booster groups - Breaks for regulating - Catch up on missed work - Dyslexia friendly strategies - Effective seating plan - Emotion cards - In-class targeted TA support - In-class targeted teacher support - KS1 Read, Write, Inc. small group work	- Adaptive planning, activities, delivery and outcomes - Variety of language stimuli - Visual stimuli - Talking partners - Talking tins - Modelled communication and interaction - Group and class discussions - Role play areas - Cross-curricular links - Word aware - Chunked learning - Colourful semantics - Communication boards - Direct instruction of vocabulary - Parent partnerships	- Whole school behaviour policy and reward system - JIGSAW lessons - Circle times - Friendship pod - SAS crew - Playground pals - Bullying forms - Outdoor learning - Growth mindset work - Daily check in - Regulation box - Calm zone in the classroom - Movement breaks - Circle Time - Class responsibilities - Emotion thermometer chart - Extra-curricular clubs - School values work - Co-regulation strategies - Modelling coping strategies	- PE lessons - Adaptive planning, activities, delivery and outcomes - Nelson handwriting - Environmental considerations eg: seating position - Fine/Gross motor skills woven through curriculum - Reasonable adjustments e.g. wheelchair ramp - Seating plan appropriate. - Sensory breaks - Resources in school – slopes/pencil grips/overlays/ear defenders/chewellery/wobble cushion /Pencil grips

- Adults modelling language and interactions. - Individual, group and partner work. - Stop sign - My turn your turn sign - Turn to your partner sign - 1,2,3 system for moving between carpet and seats. - Instructions given in manageable chunks. - Children only expected to focus on one adult voice at a time. - Prior learning activated. - Child-friendly language used. - Consistent, whole school behaviour management system. - Well organised classroom- tidy, clutter free, calm, equipment accessible, key learning displayed. - WAGOLs	- Manipulatives - Now/ next boards - Visuals to support understanding. - Overlays/ coloured paper, large print - Peer works - Peer assessment - Buddy system - Pre/Post teaching - One page profiles (Staff awareness of individual needs) - Scaffolding: worked examples, word banks, writing frames etc - Short sentences/ instructions - Chunked instructions and chunked tasks - Shorter inputs - Task planners - Models and images - Coloured overlays	- One page profiles (Staff awareness of individual needs) - Reduced language - Visuals to support- Widgit	- Nurture - Parental support and communication - PSHE lessons - One-page profiles (Staff awareness of individual needs) - Regular check-ins - Relationships in class - Restorative conversations - Social stories - Whole school rules - Whole school behaviour policy - Whole school reward and sanctions systems. - Whole staff training on Behaviour Management	
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- Pale coloured background in flipcharts – not black on white. - Single coloured backgrounds - Displays which reduce cognitive overload – considered colours, patterns, layout - Regulation box - Fidget toys - Timers - Restorative conversations				
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Teagues Bridge Primary School Graduated Response

1. If concerns are identified, we will ensure that these are thoroughly explored in order to meet the child's needs and provide well-matched support. Concerns may be raised by staff, parents or professionals working with the child. Staff will ensure that children have received consistent, quality first teaching and strategies through



2. If concerns continues, discussions will be held between the class teacher, SENCo and parents. If it is felt that a pupil needs more targeted support than is on the universal offer, additional support strategies and resources will be planned and provided. At this point, pupils may be added to the SEND monitoring list.



4. When children are on the SEND register, personalised provision will be planned and provided. This will be recorded

3. Regular assessment will be used to assess the impact of the additional support as part of the Plan, Do, Review cycle