

SEND Information Report 2022 - 2023

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:							
School Name:	Bridgewater Park Primary School						
School website address:	http://www.bridgewaterpark.halton.sch.uk/						
Type of school:	Primary						
Description of school:	Bridgewater Park Primary School is an inclusive, mainstream primary school offering places for children between the ages of 3 and 11. The school is an academy operating within The Heath Multi Academy Trust.						
Does our school have resource base? Yes or No If Yes please provide a brief description.	No						
Number on roll:	115 from September 2021						
% of children at the school with SEND:	40%						
Date of last Ofsted:	30th November 2021 (Good)						
Awards that the school holds:							
Accessibility information about the school:	Wheelchair access, disabled toilet.						
Please provide a web link to your school's Accessibility Strategy	www.bridgewaterpark.halton.sch.uk/page/send/48416						
Expertise and training of school based staff about SEND. (CPD details)	<p>We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:</p> <table border="1"> <thead> <tr> <th>Initials of person</th> <th>Area of expertise</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>CB, SL,</td> <td>Speech, language and communication</td> <td>Enhanced</td> </tr> </tbody> </table>	Initials of person	Area of expertise	Level	CB, SL,	Speech, language and communication	Enhanced
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Please comment specifically in relation to autism and include dates.		needs: Makaton training 2 day course		
	CB	Specialist teaching assistant for Communication and Interaction	Enhanced	
	CB, CH	Cognition and Learning attendance at a range of CPD including: First Class @ Number	Enhanced	
	KM	Mentally Healthy School	Specialist	
	KM	Postgraduate Certificate in Teaching Autism in Schools Youth Mental Health First Aider	Specialist	
<p>Staff are trained in Quality First Teaching strategies to support children with specific learning difficulties, writing person centred SEND support plans in line with changes to the SEND Code of Practice. Support plans are supported by a whole school provision map to oversee all interventions and track progress.</p> <p>Bridgewater Park Primary School is committed to raising staff expertise in the area of SEN and disability and seeks to provide a comprehensive training programme for all staff so that they are equipped to meet the needs of all children they teach.</p>				
Documentation available:	Are the following documents available on the school's website?		SEND Policy	yes
	If yes, please insert the link to the documents page.		Safeguarding Policy	yes
	SEND Policy: http://www.bridgewaterpark.halton.sch.uk/page/send/48416		Behaviour Policy	yes
	Pupil Premium information: http://www.bridgewaterpark.halton.sch.uk/page/pupil-premium-/46837		Equality and Diversity	Yes
	All other policies: http://www.bridgewaterpark.halton.sch.uk/page/policies/48745		Pupil Premium Information	yes
			Complaints procedure	yes

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	At Bridgewater Park Primary we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school so that the foundations during the child's pre-school years can be built on. We continue to

	<p>monitor children’s progress throughout school and ensure that our SEND register is fluid. If a child has already been identified as having a special educational need in their early years setting, then the class teacher and SENDCO will use this information to inform planning and support (See SEND Policy, 2022)</p> <p>Children may be identified by the following:</p> <ul style="list-style-type: none"> • A child who is working below age related expectations despite receiving quality first teaching and appropriate rigorous intervention. • Concerns raised by a teacher and shared with the SENDCO • Consultation between class teachers and the leadership team during pupil progress meeting • Assessment of speech sounds and sentence structure using an articulation screener and Black Sheep Press assessment • Following an assessment completed by a specialist outside agency for example, Education and Child Psychology Service • Parental requests for further assessment and investigation which leads to class teachers and the SENDCO identifying a SEND.
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.</p> <p>Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.</p> <p>Our approach involves: providing additional visits for children entering school to nursery, planned transition visits and home visits for children new to the school. For children moving to secondary we support children too by liaising with their new tutors and passing on all information both academic and pastoral. Children have the opportunity for extra transition days.</p> <p>Bridgewater Park Primary School is part of The Heath Multi Academy Trust and has close links with</p>

	<p>schools within the academy. This includes attendance at events hosted by The Heath and attendance for staff at training events.</p> <p>We closely monitor children’s destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.</p> <p>Bridgewater Park Primary works closely with outside agencies and the Local Authority to ensure a coordinated approach in supporting children at the school. We aim to refer a child to services early.</p> <p>We work closely with health and education services including: Education and Child Psychology Service, Local Authority Specialist Teachers, Chatterbug Speech and Language Therapy Service, Woodview Child Development Centre, Paediatrics, Occupation and Physiotherapy Service, Attendance and Behaviour Service, Positive Behaviour Service, ICART and Social Care to ensure a coordinated and multi-agency approach to supporting children with SEND and additional needs.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>The school has an Accessibility Plan which details how we aim to make our building more accessible for children and visitors with physical disabilities. The school is mainly on one floor but there are steps up to the reception classroom and down to the key stage 2 classes; however, every classroom can be accessed at ground floor level. There is wheelchair access and a disabled toilet.</p> <p>The school uses a range of approaches such as:-</p> <ul style="list-style-type: none"> • specialist equipment to support the curriculum • specialist concrete resources to aid learning • individual workspaces • Access to ICT resources e.g. IPADs and desktop computers. • prompt and reminder cards for organisation • symbols and visual prompts
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>All children in nursery and reception are assessed on entry using the WellComm Screening Toolkit. This enables us to assess where children have gaps in their speech and language skills. This screening also helps to inform any referrals to speech and language therapy service. Appropriate interventions are then planned in as part of whole class teaching</p>

	<p>and for individual and small group support. In addition to this, we provide small group Talk Time to help develop social skills and support children to develop their communication skills with their peers.</p> <p>We use a number of colourful semantics strategies to support pupils to develop pupil understanding by cutting sentences in thematic roles and colour codes.</p> <p>Children with Autism Spectrum Disorder or social communication difficulties may receive a tailored curriculum delivered in class.</p> <p>Children with ADHD may have personalised support plans drawn up in line with the whole school behaviour policy in order to meet their individual needs.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Children who have been assessed by the speech and language therapy service have a care plan and will receive regular, designated time to complete recommended interventions.</p> <p>For individual children, we may provide visual supports to aid their communication and understanding skills, for example, access to a personalised visual timetable.</p> <p>In Key Stage 2 we have weekly PSHCE lessons for one hour which support children’s expressive and receptive skills.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Bridgewater Park Primary School operates a whole school approach to developing early reading skills. We have adopted the Core Power approach to all lessons. Literacy begins with daily phonics for any groups in Power Steps and every child is heard read daily during the reading part of each lesson.</p> <p>In KS2, children access Power Literacy which has three days reading and two days writing. Lessons are chunked in to smaller parts to enable all learners to access lessons.</p> <p>There are extra reading support interventions in place for pupil who need support with their reading pace and fluency.</p> <p>Bridgewater Park Primary also delivers evidence based intervention programmes aimed at narrowing the gaps with their peers. We use paired reading as an intervention programme to develop children’s fluency and understanding in reading.</p>

<p>Strategies to support the development of numeracy.</p>	<p>In mathematics, the school is following the teaching principals of McKie Mastery Core Power. This is supported by a range of ongoing CPD for all staff.</p> <p>Children are given specific Core Power groups which are tailored to their own individual academic needs.</p> <p>Some children may access pre teaching of language so that they are able to access language in their mathematics lessons.</p> <p>Throughout the school we use concrete resources such as Numicon to support understanding of number.</p> <p>Some children access specific sessions whereby they can independently access the SUMDOG online intervention tool which focuses on key skills in mathematics.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>Underpinning all our provision in school is the graduated approach cycle of: Assess:</p> <p>This initial assessment described above will inform any SEND plan and will be updated on a regular basis. Teachers are expected to report on pupil progress on a termly basis. In addition to this, children with SEND may receive additional assessments around their area of need formally twice a year and informally during intervention sessions on a more regular basis.</p> <p>Plan: When a child is placed on the SEND register, a SEND support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school is created. This plan will also provide short term outcomes that we expect the child to achieve as a result of the provision. This plan will be person centred and it is our expectation that it will be written by the class teacher together with parents and carers and the child. The SENDCO may also be involved in this process. In addition to this, teacher planning will also detail adjustments to teaching and learning that is tailored and differentiated to meet the needs of every pupil. Provision maps are also created for SEND children which include the baseline assessment for an intervention and an exit assessment to track progress. These are updated half-termly if required.</p>

	<p>Class teachers maintain responsibility for every child in their class. Class teachers have high expectations for every child including those with SEND. As part of their SEND provision it may be that a child needs to receive additional support or intervention which is not normally afforded to all children. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching will be provided to the class teacher and opportunities made for specialist teachers and teaching assistants to share this information with the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children. Any teacher or teaching assistant working with a child on SEND support will be aware of advice and strategies provided by professionals so that they can be deployed consistently.</p> <p>Do It is the responsibility of the class teacher, with the support of the SENDCO, to ensure that all strategies are implemented consistently and to a high standard. Pupil voice and parental voice will always be considered during the 'do' phase so that strategies can be adapted and improved in order to maximise their impact on children's progress.</p> <p>Review Targets will consistently be reviewed so that children can make as much progress on their starting points as possible. Regular assessments (every half term) will ensure that children are always aiming to reach their full potential. Termly meetings between the teacher, parents, pupil and SENDCO will ensure that all views are considered when assessing whether strategies have been effective or if further support is needed. At this stage, it is the role of the class teacher and the SENDCO to establish whether further support is necessary- potentially seeking outside agency guidance if required.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>Children have a unique insight into their strengths and difficulties. They will be encouraged to contribute to the assessment of their needs, review of their provision and planning any future changes. Person centred planning approaches are central to the school's ethos for supporting children with SEND to achieve good outcomes.</p>

	<p>Involving parents and learners in the dialogue is central to our approach and we do this through regular reviews such as termly SEND support plan reviews.</p> <p>The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. The progress of all vulnerable groups will be discussed at termly pupil progress meetings with the Principal. The impact of interventions is monitored by the SENDCO and actions taken as required to ensure continued progress. Staff use Tracking progress grids to assess progress and identify any gaps in learning.</p> <p>TPG's give staff a clear understanding of which year group children who are SEND are attaining at. Any children attaining below the National Curriculum are assessed using P level statements.</p> <p>PASS and Jigsaw resilience scales are used to track children's SEMH needs. If children are displaying specific needs in this area, then a CARE schedule and Strengths and Difficulties questionnaire provides further assessment and indication of potential interventions. These can also be easily shared with outside agencies.</p>
<p>Strategies/support to develop independent learning.</p>	<p>All children at Bridgewater Park Primary School are being taught how to become independent learners. For children with SEND this is further supported through strategies such as:-</p> <ul style="list-style-type: none"> • individual timetables and checklists • "chunking" of activities • individual success criteria • visual prompts • pastoral support plan targets • Resilience interventions • Concrete resources
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>Bridgewater Park Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff.</p> <p>Children are encouraged to participate in whole class games during break and lunchtimes. Children then use a small amount of 'free time' to run games independently. The amount of free time and the</p>

	<p>structure of activities is adapted according to the needs of the individual children.</p> <p>We take every opportunity to include pupils socially during break and lunch. Perfect Prefects promote positive relationships and seek to include pupils who may be isolated from their peers.</p> <p>All children in school have access to a PSHE curriculum to support their personal, social and emotional wellbeing. There are weekly PSHE sessions following the Jigsaw curriculum.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>Bridgewater Park Primary School operates a free breakfast club available to all children in Nursery to Year 6. At the same time various after-school clubs run which are able to be accessed by all children.</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>We aim for all children to be included on school trips and residential stays. We will work with parents to ensure that any necessary adaptations have been made and ensure that trips are successful.</p> <p>A risk assessment is carried out before hand to ensure that everyone's health and safety will not be compromised. In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area will be provided in school.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Bridgewater Park Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff.</p> <p>In addition to this a range of strategies are used as and when appropriate including:</p> <ul style="list-style-type: none"> • Home school communication book • Named key workers • RAMP plans • Sensory room access • Individual time with a 1-1 ELSA • Clear and consistent routines <p>The school uses PASS and the resilience Jigsaw scale which allow us to track improvements in social and emotional development and provide suitable intervention for vulnerable pupils.</p>

	<p>The school will also refer a child to CAMHS if it is necessary to meet the needs of a child with social, emotional and mental health needs.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>Bridgewater Park Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff. When required for individual children, the SENDCO and teacher may create an individual behaviour plan that relates to the school policy however allows time for the child to regulate their emotions. These are discussed with the parents/carers as well as the child.</p> <p>The school will also seek the advice and recommendations from the Attendance and Behaviour Service and Positive Behaviour Support Team to provide further individual advice and support.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>For children entering Reception class or Nursery we carry out transition and home visits.</p> <p>For children moving to secondary we support children by working closely with transition co-ordinators to ensure a smooth move. Where necessary we will access support to provide additional transition support for vulnerable children.</p> <p>We closely monitor children's destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>The school follows the advice and recommendations from external agencies and ensures that strategies are acted upon by any adult working with the child.</p> <p>Bridgewater Park Primary aims to refer a child early to Woodview CDC if there are any concerns about their sensory needs or physical development. We also seek specialist advice from the specialist teachers from within the local authority to ensure that necessary adaptations have been made. The school is experienced in following sensory diets provided by the Occupational Therapy Service and any care plan activities provided.</p>

	<p>A Sensory Room provides support for children with a member of staff. This will be used during intervention times and throughout the day when needed. Classrooms are also equipped with sensory equipment to allow for sensory breaks with some children also having personal sensory boxes.</p> <p>For children with medical needs close liaison with medical staff takes place as required. Staff training takes place for managing any particular needs as required.</p>									
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>Involving parents and learners in the dialogue is central to our approach and we do this through:</p> <table border="1" data-bbox="758 660 1444 1153"> <thead> <tr> <th>Action/Event</th> <th>Who's involved</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>SEN support plan review</td> <td>Parents and carers of children who are SEND support, class teacher, SENDCO may be involved</td> <td>Three times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion</td> </tr> <tr> <td>Parents evenings</td> <td>Parents and carers of all children</td> <td>Three times a year, although from Y1 and below, parents will be invited into school on a rolling cycle to help support the children in order to make accelerated progress.</td> </tr> </tbody> </table> <p>Bridgewater Park Primary School is committed to promoting and developing parental engagement and independent advocacy for parents. This includes making parents aware of support services that are available through the Local Offer and helping parents to access SEND Partnership.</p>	Action/Event	Who's involved	Frequency	SEN support plan review	Parents and carers of children who are SEND support, class teacher, SENDCO may be involved	Three times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion	Parents evenings	Parents and carers of all children	Three times a year, although from Y1 and below, parents will be invited into school on a rolling cycle to help support the children in order to make accelerated progress.
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Parents evenings	Parents and carers of all children	Three times a year, although from Y1 and below, parents will be invited into school on a rolling cycle to help support the children in order to make accelerated progress.								
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>For children with allocated additional funding, Teaching Assistants are deployed to support them in line with the Local Authority allocated support hours. In addition to this, children are supported by an additional teaching assistant who is deployed to support small groups and ensure that all children can access the curriculum.</p>									
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker every term. The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review.</p>									

	<p>The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be discussed at termly pupil progress meetings with the Principal.</p>
<p>SENCO name/contact: Mrs Ashleigh Hudson - ahudson@bwp.theheathfamily.org.uk</p>	
<p>Headteacher name/contact: Miss Karen Murphy – head.bridgewaterpark@halton.gov.uk</p>	
<p>ANNUAL REVIEW 2022-23 Completed by: Ashleigh Hudson Date: September 2022</p>	

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.