



A place for learning, caring, sharing and growing together.

SEND Report July 2018

Year/SEND Category:	2014-2015	2015-2016	2016-2017	2017-2018
SEN Support	28	30	39	31
EHCP	2	3	4	7
Total	30	33	43	38

Current SEND picture

Whilst there has been a decrease in the number of children within the school with recognised special educational needs, there has been a significant increase in the number of children who have been awarded Education, Health and Care plans.

The decrease in numbers of children with SEND is partly due to a cohort with a high number of SEN needs leaving year six last year and a cohort with relatively few joining Reception.

However, class teachers and the SENCO are working together to monitor a number of pupils who may benefit from 'additional to and different from' provision and the impact of class-based strategies will be regularly reviewed to see if there is need to add these children to the SEN register. Similarly, there are a number of children for whom strategies and intervention have been recognised as having a noticeable impact and where consideration can be given to them no longer needing to remain on the SEND register.

The increase in the numbers of children with statutory plans is largely due to the successful award of plans to existing pupils based on evidence provided by families, school-based evidence and external professionals. This has enabled the school to provide a more personalised curriculum to support the needs of individuals with particular needs.

There is a greater expectation on schools to demonstrate the impact of a 'graduated response' of school-based measures and quality first teaching on the progress and wellbeing of pupils before any additional resource will be considered. Therefore, the award of these statutory plans is evidence of the school being able to demonstrate a graduated response is in place.

Nationally, the Rochford report has been published which outlines how pre-key stage levels are going to be replaced when they cease being used in September. Schools will be asked to develop their own assessment methods to demonstrate and plan for progress for children working below the level of the national curriculum. To ensure we can be prepared as a school the SENCO has joined a working group to review ways this can be implemented in Swindon mainstream settings.

At the end of Term 4, there has been a change of SENCO at Bridlewood as Rachel Hickman moved on to a new role outside of Swindon. Sara Smith was very fortunate to benefit from a number of handover sessions with Rachel Hickman and was able to attend some review meetings for specific pupils as well as a parent coffee morning. This enabled the transfer and the support provided to be as seamless as possible.

SEND needs across the school

Cognition and Learning Needs – Cognition and Learning needs account for around 50% of current SEND at Bridlewood. This year the school have conducted staff training on Precision Teaching as a strategy to support the retention of spelling, reading and number facts. This has been implemented in many classes where children display working memory issues or dyslexic tendencies. The impact of this intervention has been assessed to be significant in many cases and therefore this is being used as a key intervention throughout the school to support cognition and learning difficulties.

Communication and Interaction Needs – Communication and Interaction needs account for around 24% of current SEND at Bridlewood. This is largely focussed within Key Stage One. The use of pre and over learning has been promoted throughout the school this year to support the development and understanding of vocabulary for pupils with these needs.

13% of the children on the SEND register have a diagnosis of Autism, with others demonstrating social communication differences. Some of these children's needs would fall within this category. Staff have attended training on Autism awareness and the use of social stories to support of the needs of these children.

Social, Emotional and Mental Health Needs – Social, Emotional and Mental Health needs account for around 16% of current SEND at Bridlewood. Nationally and locally this is recognised as the fastest growing area of need and the area that the most training and support is needed. Two Teaching Assistants have supported a number of pupils, through a variety of interventions to support SEMH needs and the Acorn room has been developed to provide a welcoming environment to provide these interventions. A morning club has been developed to support those who are experiencing a variety of challenges in school and this is supported by up to 3 members of staff.

Many of our pupils on the Autistic spectrum or with social communication needs are also recognised within this category and have benefitted from the use of social stories and flexible timetables. There is also a quiet space within school known as The Castle which has been developed for pupils to use when they are finding the classroom environment challenging.

Physical and Sensory Needs – Physical and Sensory Needs account for around 10% of current SEND at Bridlewood but are often coupled with other areas of need. We currently have pupils with hearing impairment, gross motor difficulties and sensory needs. In all cases, advice has been sought and followed from Advisory Teachers and other professionals in how we support and adapt our environment to meet these pupils' needs.

Outside Agencies

This year the school has been supported by a variety of agencies and professionals. Some of these are traded services, which the school has made a decision to buy into and others are provided by the Borough.

Educational Psychology – The school has benefitted from the vast experience and knowledge of the Educational Psychologist to provide observation and joint problem solving with families around some pupils specific needs. This has been in support around a variety of concerns from cognition and learning needs to social and emotional issues. This has provided parents and teachers with strategies which have been able to be implemented in school and at home.

Targets have been set and reviewed and in all cases improvements in the achievement of targets have been recognised.

The Educational Psychologist has also provided staff training on interventions and in-class support strategies as well as referrals to other pathways and evidence for statutory assessment.

Parent Support Advisor – Cate has continued to provide an invaluable service to school in working closely with some of our most vulnerable families to provide advice and support in the home as well as during meetings and assessments in school. This helps us to ensure we can support the whole family and their joint needs and can give comfort and confidence to families experiencing difficult circumstances. Cate has also been able to refer to other agencies and projects and provide support to families going through a variety of assessments.

Targeted Mental Health (TAMHS) – school has continued to buy into this service for work with specific pupils. Pupils have benefitted from the opportunity to talk to an adult who is outside of

the school staff. Feedback is provided to school and to families so that any concerns can be shared and adaptations can be made to support social and emotional needs. TAMHS have also been able to refer on to other services and provide evidence for statutory assessment.

SEMH Support Team – A number of referrals have been made to this team to support the Early Help we have in place for families of pupils with SEMH needs. Support has been provided in both working directly with pupils but more so this team are working to support the adults working with pupils with SEMH needs. Staff from this team have provided useful resources and strategies to teaching staff and attended Team Around the Child meetings. They have also provided evidence for a variety of assessments.

Speech and Language Therapy – Anne has worked with a number of pupils across the school this year on a one to one basis and has provided targets for staff and families to work on which are regularly reviewed. Anne has attended annual reviews for pupils and regularly reviews the targets in place for pupils.

Swindon Autism Support Service – Support from this service has been given in school as part of the INREACH service to work with those supporting children with Autism to develop resources and strategies and also as Advisory Teachers to provide observation and feedback about pupils with recognised or suspected social communication difficulties and Autism. The school have also made referrals to the Autism Resource Centre (ARC) who provide off-site intervention for specific groups of pupils to develop social and communication skills. This service have provided evidence and observation as part of a number of assessments and to provide advice to both our school and as part of transition between settings.

Parental involvement

- A number of SEND coffee mornings have been held to give parents the opportunity to ask questions or meet with other parents with similar experiences in an informal environment.
- Parents are offered many opportunities to come and review the provision in place for their children or share any concerns or questions they may have. This is done formally through parent consultation meetings, as part of the Early Help process or through annual reviews. Parents are also encouraged to meet with class teachers and the SENCO at other times to ensure we can all work together to meet the needs of their children and to be involved in the setting and review of the targets contained in pupil passports.

Deployment of staff

- Of the fifteen Teaching Assistants employed at our school, seven of these have at least part of their time supporting the special educational needs of identified pupils. This has increased to eight (16 TAs in total) during the latter part of the year based on growing need.

Training and resources

- As part of the support the school has received from Inclusion Experts, members of SLT have been on a variety of training workshops to focus on how we support behaviour needs, and how we deploy Teaching Assistants. These courses have enabled staff to work with other schools to share experiences, strategies and resources which we have been able to use as whole staff training back at school.
- 'Inclusion Expert' have also spent time in school looking at our procedures and practices and provided invaluable advice around best practice. This has resulted in a number of changes being made to the way we review and plan interventions and helped the school to focus on a few key interventions with a proven impact.
- The SENCO has attended the Borough SENCO forums, although these have been limited in number this year, as well as the local SENCO cluster meetings which are

hugely beneficial in sharing good practice and ideas around supporting SEND in our settings.

- To ensure that the procedures for statutory assessment are understood and being implemented correctly in our own setting, the SENCO continues to volunteer to sit on the Special Educational Needs Resources and Assessment Panel (SENRAP.)
- Staff have attended external training on a variety of subjects specific to individual pupil needs (some of which has been mentioned under specific areas of need above) and also more general training around use of ICT.
- Two Teaching Assistants have enrolled on the ELSA programme next year which is an exciting opportunity being delivered by the Educational Psychology Service to provide emotional literacy support to pupils in school.

Links with other settings/transition

- Bridlewood have established links with the new secondary Great Western Academy, who have been involved in reviews and meetings for a number of pupils with special educational needs. Pupils moving on to other secondary settings have also had the opportunity to attend enhanced transition visits to ensure that moving on to secondary can be as positive, successful and exciting a prospect as it is for all other pupils.
- Early Years staff and the SENCO have also made a number of visits to nursery and pre-school settings and attended review meetings for pupils with known or suspected special educational needs who will be attending Bridlewood in September. Staffing arrangements have already been considered and adapted to the support recognised need.

Next year

- Over the next year, we will be embedding our new cycle of SEND reviews to ensure we are recognising and assessing need and reviewing the impact of our provision regularly with teachers, pupils and parents so that changes can be implemented where needed. The aim is also to support teachers in understanding the needs of the children in their class and identifying and training or support needs as they arise.
- Establishing a SEND parent forum to support reviewing our policies, procedures and communication around SEND
- The SENCO will be visiting other schools and talking to professionals about how we could make greater use of IT to support pupils with SEND
- We will continue to develop our school response to the Rochford report and the development of planning and assessment systems for those working below the standard of national curriculum assessments.