



Bradshaw Hall Primary School

SEND Information Report

2023-2024

All the things that happen at Bradshaw Hall are driven by our '**Golden Aims**': for the children to become responsible citizens, resilient individuals and successful learners. At Bradshaw Hall Primary School we ensure that the needs of all children are met through a vibrant, dynamic school curriculum, delivered through quality first teaching, which reflects the curriculum detailed in [Stockport's Entitlement Framework](#). This means that a range of teaching and learning approaches are used, environments are adapted and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

All our classes are supported by teaching assistants and children are also offered small group work or catch up programmes if needed. Some children are supported to develop their social skills or to improve their emotional well-being through work with our Inclusion Team, supported by outside agencies. We pride ourselves on being an inclusive school and community and work in co-production with parents / carers and external agencies to ensure the best possible outcomes for all.

If your child continues to have difficulty after interventions or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs. You may have concerns about your child and feel that they need additional help, see the headings below which inform about the types of support available to your child at Bradshaw Hall Primary School, who can help and how this support can be accessed.

If you would like further information please contact Louise McGlone on 0161 282 7858 or email

louise.mcglone@bradshawhall.stockport.sch.uk

What should I do if I think my child has Special Educational Needs?

What support will there be for my child's overall wellbeing?

How does Bradshaw Hall Primary School know if children need extra help?

The kinds of special educational needs for which provision is made at Bradshaw Hall Primary

How will Bradshaw Hall support my child? Who will explain this to me?

How will I know how my child is doing and how will you help me to support my child's learning?

What support will there be for my child's overall wellbeing?

How will my child be able to contribute their views?

What training have the staff supporting children with SEND had or are they currently having?

What specialist services and expertise are available or accessed by the school?

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

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

How accessible is the school?

How will the school prepare and support my child to join the school and transfer to a new one?

Where can parents/carers get extra support?

How does the school manage the administration of medicines?

What support is there for children with behavioural or attendance issues?

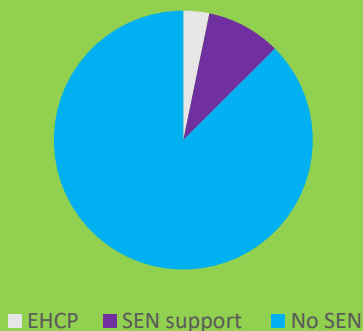
What to do if you are not satisfied with a decision or what is happening?



What should I do if I think my child has Special Educational Needs?

- Talk to us – firstly contact your child’s class teacher. You don’t have to wait until ‘a parents evening’. Teaching staff are available by appointment before and after school.
- Louise McGlone is the SENDCO and will be happy to discuss any concerns you have, she can usually be contacted on extension 213 of the school telephone number
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you are able to do the same with us.

Bradshaw Hall SEN



- Bradshaw Hall is an inclusive school which meets the needs of its children with SEND through differentiation and alternative curriculum where appropriate
- For further information see [Bradshaw Hall's SEND policy](#)



How does Bradshaw Hall Primary School know if children need extra help?

Children are identified as having SEN through a variety of ways including the following: -

- Concerns raised by parent
- Liaison with previous setting/ school
- Child performing below age expected levels
- Child experiencing barriers including social/behavioural concerns, speech and language concerns or difficulties with motor skills. Information and guidance may then be sought from agencies such as Health, Speech and Language, Portage Service, Primary Inclusion Team, the Autism Team and other specialist agencies.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance

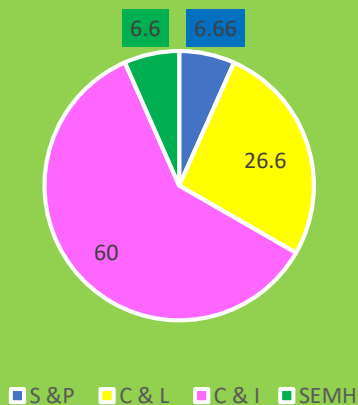
The kinds of special educational needs for which provision is made at Bradshaw Hall Primary

The 4 categories of Special Educational Needs provided for within Bradshaw Hall Primary school are:

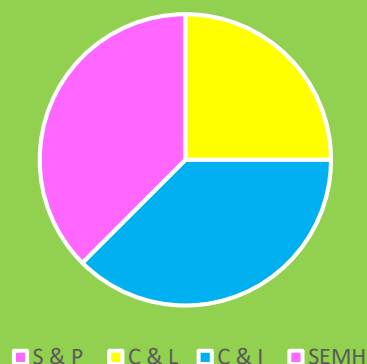
- **Cognition and Learning (C & L)** – Dyslexia, Dyscalculia, difficulties acquiring early literacy and numeracy skills.
- **Social, Emotional and Mental Health (SEMH)** – ADD, ADHD, emotional difficulties, mental health difficulties,
- **Communication and Interaction (C & I)** - speech, language and communication, autism
- **Sensory/ Physical (S & P)** - Hearing impaired, visually impaired, motor difficulties or physical impairment

This data shows the primary area of need for each child, some children have additional secondary needs, which are not represented in this data, but are met in school

EHCP Primary areas of need
autumn 23



SEN support primary area
of need autumn 2023



How will Bradshaw Hall support my child?

- The level of support will depend on your child's need
- All children receive class based quality first teaching as detailed in the [Stockport Entitlement Framework](#)
- The class teacher will adapt work to meet the individual needs of your child. This is known as differentiating work and is detailed in [Bradshaw Hall's SEND provision pyramids](#)
- Your child may have intervention support with a Teacher or Teaching Assistant, either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts.
- Our SENDCO, Louise McGlone, oversees all support and progress of any child requiring additional support across the school.
- The class teacher and SENCO will review your child's progress against their targets on a termly basis.
- Some children will receive additional teaching support from the Learning Support Service Teacher who comes in weekly to work with identified children.

Who will explain this to me?

- The class teacher and SENDCO meet with parents for an extended parent's consultation in the autumn and spring term and at the end of the summer term parents meet where ever possible with SENDCO, current teacher, new teacher and any outside agencies to discuss your child's needs, support and progress.
- Children with Education, Health and Care Plans have a child centred annual review meeting, usually lasting about an hour, where parents and children are encouraged to share their views and contribute to the development of new targets and the overall plan.
- For further information the SENCO is available to discuss support in more detail.
- We regularly use questionnaires to seek parents of SEND children's voice and act on suggestions and issues raised. [See the analysis of the most recent parent questionnaire](#)

The graduated approach and cycles of assess, plan, do, review

If following a period of classroom intervention, your child is identified as having SEN, they then a graduated approach will be applied. They will receive cycles of Assess, Plan, Do, Review (APDR). Your child will receive regular targeted intervention from classroom staff or outside agencies, their progress will be continually monitored and assessed.

Their barriers and area of need will be identified on a regularly reviewed SEN support plan. The level of support that each individual requires will be determined collaboratively with parents/carers and supporting professionals/specialists. If, despite ongoing cycles of intervention your child continues to experience significant barriers to their learning and continue to need a substantial amount of support to access the curriculum, it may be that parents and professionals involved agree that it would be appropriate to make an application for an Education, Health and Care Plan assessment.

This information report is based on the statutory [Special Educational Needs and](#)

[Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have a SEN support plan which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the plan. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed
- If your child has an EHC plan, you will receive a report prior to the review meeting detailing progress and next steps. Every child also receives an end of year report

What support will there be for my child's overall wellbeing?

- Bradshaw Hall is an inclusive school, which welcomes and celebrates diversity. We strive to support children's wellbeing and self-esteem, enabling them to become successful learners, confident individuals and responsible citizens. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. Teachers apply all the universal strategies identified on the [Bradshaw Hall SEND provision pyramids](#) before starting targeted support
- If further support is required the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
 - We celebrate our values of successful learners, confident individuals and responsible citizen in weekly celebrations assembly.

How will my child be able to contribute their views?

- Children are involved in their annual review meetings where ever possible, they complete the [child's view form](#) and are encouraged to attend their own review meeting.
- Staff discuss targets and feedback with individual children
- We undertake regular pupil voice questions
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What training have the staff supporting children with SEND had or are they currently having?

Staff training needs are assessed regularly.

- The SENDCO is very experienced and holds the NASENCO award and a Master's Degree in Inclusive Education and Special Educational Needs. She has also undertaken specialist dyslexia training and is very experienced in working with children with speech and language needs.
- Over the last 12 months staff within school have undertaken training for
 - * Supporting children with language needs
 - * Nuffield Early Language Intervention Training
 - * Welcome language Training
 - * Speech link training
 - * Working with children with ASC
 - * Talking mats training
 - * Makaton signing training
 - * Working with children with depression and bereavement
 - * Supporting children with sensory processing needs
- The majority of our Teachers and Teaching Assistants are Team Teach trained to support children with behaviour difficulties
- The SEND Teaching Assistants have fortnightly CPD training with the SENDCO

What specialist services and expertise are available or accessed by the school?

We also work closely with lots of outside agencies including

* Speech and Language Therapists, * Occupational Therapists, *Physiotherapist,
* ME2 Programme, * Stockport Inclusion Service , * Stockport Sensory Support Service, *Educational Psychologist, * CAMHS (mental health support), * Social Care Services, * Primary Jigsaw, *Stockport ASD Partnership, * SENDIASS, * Virtual School, * Stockport Learning Support Service, * Continence Service, * School Nurse Service,

We mainly work with these agencies, but they can also signpost us to other appropriate agencies

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

- As a school we measure children's progress in learning against National Curriculum and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress, using a variety of different methods including National Curriculum levels, Stockport SEND assessment levels and the Early Years Foundation Stages.
- At termly pupil progress meetings the Class Teacher meet with the Head and Deputy to discuss children who are not making expected progress. Discussions take place about why individual children are experiencing difficulties and what further support can be given to aid their progress
- Some additional assessment may be undertaken following interventions or by the SENDCO or teacher from the Learning Support Service

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

- All children are included in all parts of the school and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- All school trips require a Risk assessment. For children with significant needs they may require an individual Risk assessment involving parents to ensure that they are able to take part in the trip successfully.

How accessible is the school?

- At Bradshaw Hall we have 4 toilets with wheelchair access and ramps in designated areas for wheel chair access. Accommodating children with needs is carefully considered each year when children move classes. More detail is available in the
 - [Bradshaw Hall Accessibility Plan](#)

How will the school prepare and support my child to join the school and transfer to a new one?

- Before your child starts school, where ever possible, we will visit your child in their previous setting, offer a home visit and invite you to visit us so that we can ensure a positive start into school.
- We work closely with the receiving school when children are transferring to secondary school to ensure a smooth transition, providing additional transfer visits and inviting staff to come and meet your child in school

We share all information including [one-page profiles](#) which give the receiving school a snap shot of your child's needs, interests and effective strategies

Where can parents/carers get extra support?

- Information about services in Stockport is available on the [Stockport Local Offer](#)
- There are a number of parent support groups across Stockport
- [Parents and Carers Together Stockport](#) is an independent local parent carer forum in Stockport run by parents for parents, carers, grandparents and family members who have a child/young person between the ages of 0 & 25 years with a disability or/and additional needs.
- SENDIASS is an independent body who will support you with advice and information, they can be contacted on 0161 240 6168. They have information on their website <https://www.togethertrust.org.uk/SENDIASS>
- [Bradshaw Hall Parent Support Group](#) is a recently established support group for parents of children with special educational needs to share ideas and provide support. This meets on a termly basis, sometimes with speakers attending the meetings.

How does the school manage the administration of medicines?

- The school has a medical conditions policy, which is reviewed annually
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Office Staff generally oversee the administration of any medicines.
- The Health, Safety and Welfare co-ordinator oversees the regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations
- Children with recognised medical conditions have a health, care plan which is reviewed and updated annually

What support is there for children with behavioural or attendance issues?

At BHPS we strive to recognise good behaviour and achievement. Through the Behaviour System detailed in our [behaviour policy](#), we aim to motivate and praise children for their effort, participation and achievement against our Golden Principles, both individually and within a team 'House System.'

This system is understood by children and staff and followed consistently

Children, parents/carers and school staff share the responsibility to ensure that learning is not disrupted due to bad behaviour.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely with children and parents/carers to develop strategies which can be adopted by both home and school to help each individual overcome his/her problems within a consistent and secure environment. An individual behaviour plan may be written, which is regularly reviewed and we may seek support and advice from Stockport Inclusion Service. We have not had to make any exclusions in the last few years and work closely with families and outside agencies to ensure that this does not become necessary. However, school must always consider the nature, frequency and severity of incidents when making these decisions.

Mr Gleaves, our Learning Mentor monitors attendance and we work closely with parents to address and resolve underlying issues which are contributing to lateness and attendance issues. We also work closely with the Education Welfare Officer.

What to do if you are not satisfied with a decision or what is happening

- Your first point of contact is always the person responsible – this may be the class teacher; the SENDCo or the Headteacher. Explain your concerns to them first.
- If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask for the school Governors representative.
- If you do not feel the issues have been resolved, we will arrange a meeting with the Chairman of Governor's who can be contacted via the school.

To complain about school see <https://www.stockport.gov.uk/complaints-about-schools>

If you wish to complain about aspects of your child's education health and care plan, you can raise concerns with the SEN service on 0161 474 2525