

SEN Information Report



TOR BRIDGE
PRIMARY

Reviewed May 2023

Tor Bridge Primary School SEND Information Report

Our Vision

Tor Bridge Primary School promotes an inclusive environment where all staff support children to achieve their best intellectually, creatively, emotionally, physically, spiritually, culturally and morally.

Learning will take place in the caring and supportive environment of an aspirational school, raising standards of attainment for all pupils.

We want our children to be confident, happy and healthy individuals, successful learners and responsible citizens. We will follow a graduated approach (assess, plan, do, review cycle) to ensure appropriate provision is in place to support the needs of individual children.



What is SEN?

The special educational needs code of practice (2015) says that:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

This means that a pupil may need:

- Special resources to help them in the classroom.
- To be part of a small group with an adult to help them with their work, their social skills, developing independent skills or their emotional well-being.
- To work with someone specially trained to help them in the area that they need (usually someone from outside school).
- Have a SEND Support Plan detailing individual targets.
- Have a One Page Profile which tells all the adults working in school what the pupil's strengths are and how they would like to be supported.



Areas of Need

There are four areas where a pupil may have a difficulty that means they are considered to have SEN. They are:

- **Communication and Interaction** – this includes speech and language and social communication difficulties, including Autism.



- **Cognition and Learning** – this is where a pupil is learning at a slower pace than others in their year group.



- **Social, Emotional and Mental Health** - this includes pupils with challenging behaviour, anxiety, ADD (attention deficit disorder), ADHD (attention, deficit, hyperactivity disorder) or attachment disorder.



- **Sensory and/or Physical Needs** – this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.



It is possible for children to have more than one area of need.

Who is responsible for children with SEND?



Miss. Sally Riseborough is our school Inclusion Lead and Special Educational Needs Coordinator (SENCO) and can be contacted through the school reception (01752 964010) or tbp@tbp.plymouth.sch.uk

Who else can help my child?

- All staff are dedicated to SEND being everyone's responsibility.
- Mrs. Emma Phillips is the school behaviour lead.
- Miss. Kylie Rio is the school Speech and Language therapist.
- Ms. Nicky Walters is our MAST Learning Mentor.
- Miss. Lisa Grinny is our school ELSA (emotional literacy support assistant).
- Mrs. Kelly Powell is our school Family Support advisor. She can offer support and signposting for Parents. Early help discussions are available to problem solve concerns and worries about any aspect of family life. This early help offer can be extended to request additional family support from the local authority Early Help Team, for families to be supported through an EHAT (Early Help Assessment Tool) or if required, advice and support from social services/Safeguarding Teams.



Parent/Carers can access Early Help/SEND advice on the local authority help line. [Plymouth Early Help and SEND Advice Line - Plymouth Online Directory](#)

How will the school know my child needs special educational provision?

Adults may have concerns from behaviours or how a child presents in school. Adults may notice little or no progress is being made over time. Teachers will know this because:

- They continually assess the children as part of their daily teaching. If needed, some children will then be taken for interventions (extra learning) as part of a small group or on their own with an adult.
- They meet termly to look at the progress all pupils are making and identify any who are not making progress or who have made slow progress, so that they can support them.
- They will review support and interventions (extra group sessions) every 6-8 weeks to make sure progress is being made.
- Some pupils will have a SEND Support Plan which will be shared with parents, reviewed and renewed regularly.
- They discuss children causing any concern weekly in unit meetings along with Pupil progress meetings and Inclusion Reviews throughout the school year.
- Following a graduated approach, we can observe and monitor over time to identify barriers to learning.

[School can be alerted by Parent/Carers with their concerns. School can be alerted by other professionals working with the child or family outside of school.](#)

How can I let the school know I am concerned about my child?

- First, talk to your child's teacher. If necessary, they will talk to the SENCO about your concerns. The teacher will let you know what will happen next.
- If you are still concerned, you can ask to meet with the SENCO.
- You could also ask to see the Head of School or the Assistant Head Teachers.

How will the school let me know if they have any concerns about my child's learning?

- The class teacher will talk to you, any concerns will be shared at Parent/Carer Consultation Evenings, you might be invited to a meeting in school with the SENCO or relevant staff.

REMEMBER!

If Parent/Carers or children have **any** concerns about learning, progress and development then please discuss this with the class teacher or make an appointment to meet with Miss. Riseborough (SENCo). We will work with you to identify and meet the needs of your children.

What are the different types of support available for children with special educational needs?

- All children on the SEND register have a SEND support plan which is shared and discussed with Parent/Carers and children at least 3 times a year as part of an Assess, Plan, Do, Review cycle. These plans detail individual targets and the provision that is 'additional to and different from' for the individual child.
- The school uses technology (Provision Map) to enhance our target setting, monitoring and the reviewing process of SEND support plans, provisions and interventions. This enables everyone supporting a child to understand what is required and ensure necessary supports are in place. The SENCo can monitor all plans and provisions and review the impact of interventions.
- The school evaluates the effectiveness of provisions with termly reviews of interventions. SEND Support plans are reviewed at least 3 times a year by class teachers, Parent/Carers and children (where appropriate). The SENCo and staff meet 3 times a year for an Inclusion Review to reflect on the support and provision of children on the SEND register. All staff are committed to providing effective support and any concerns will be raised in a timely manner and logged and discussed as part of weekly unit meetings. The SENCO reviews all unit meetings weekly. All children with an EHCP have annual reviews in line with Local Authority guidance. The effectiveness of whole school resources offered are reviewed annually.

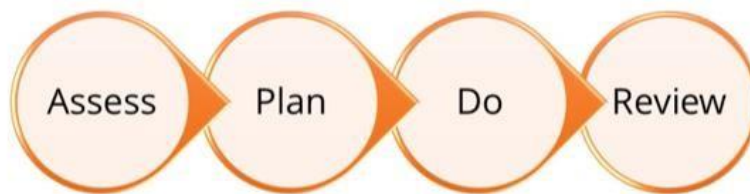


- All children are included in classroom learning and the wider curriculum with scaffolding and provisions to support as required. A small number of children may require bespoke and individualised provision which is planned carefully.
- Resources that are personalised to the child within the classroom. Equipment and resources can be secured where there is evidence of need either as part of the graduated approach to planning or following advice of an outside agency. Some examples of resources include coloured overlays/paper to support children with visual processing difficulties, sensory tools such as fidget items or weighted blankets to support focus and engagement in the classroom and visuals to support routines and understanding. Assistive technology such as speech to text software, word prediction programmes and scan reading pens can be secured by school to support independence in reading and writing. Laptops and tablets are also available to support children with recording difficulties.
- Small group work (interventions) for example: Literacy, Maths, spellings, handwriting/fine motor, social skills, Emotional Literacy, Art groups or Lego groups. Pre-teaching is used regularly to prepare children for learning. Post teaching is available daily for all children to provide additional support in a timely manner and to support children to achieve learning objectives.
- Individual learning time with an adult.
- School based Speech and Language sessions.
- Emotional literacy support assistant (ELSA) or learning mentor.
- Social Skills (lunch time support) to develop positive interactions for children identified by staff.



Sometimes we access support from other people outside of school, these include:

- Multi-agency support team (MAST)
 - Communication Interaction Team (CIT)
 - Educational Psychologist
 - School Nursing Team
 - Child and Adolescent Mental Health Service (CAMHS) -
 - Sensory Team
 - Professionals from Early Help and social services teams e.g. youth workers/social workers
 - Counsellors
 - Art/drama therapists
 - NHS Speech and Language Team
 - Child Development Centre and health professionals
- School will follow a graduated approach to inclusion with an assess, plan, do, review cycle with good practice being built upon to ensure appropriate support is in place. This support can vary from universal/high quality teaching to SEND support and Education Health and Care Plans.



There are three broad stages of support, all of which are implemented using an **Assess, Plan, Do, Review** cycle.



Universal Support, typical pupil characteristics:

- Pupils operate broadly within the expected range of abilities for their age, but their progress/development may occur at a somewhat slower pace than that of other pupils. Barriers to accessing education are supported.
- Pupils remain part of the mainstream teaching timetable for all activities
- Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to pupils' needs

Targeted Support, typical pupil characteristics

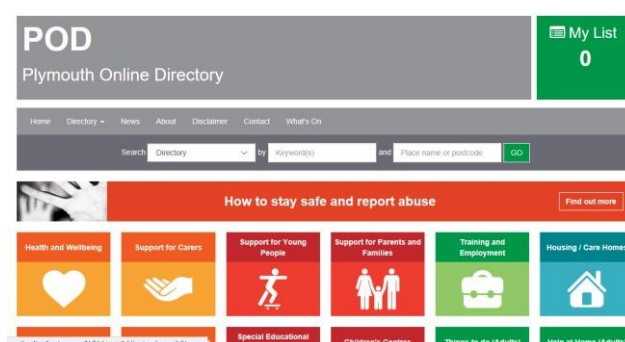
- Pupils' progress with learning and development is at a very slow rate and additional support is needed to achieve this. There are identified persistent barriers to accessing education.
- Pupils may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers
- Interventions and/or provision (group or individual) have been implemented based on identified needs

Specialist Support, typical pupil characteristics:

- Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Barriers to accessing education are challenging and persistent.
- Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice

More information about the Local Authority's Local Offer for children and young people with SEN and their families as well as the above services can be found on the Plymouth Online Directory (POD).

<http://www.plymouthonlinedirectory.com/>



How are the adults in school helped to work with children with SEN?

- The SENCO is a qualified teacher who has the skills and experience to work with and support staff and children with SEN.
- Staff training takes place regularly to help all staff understand and teach children with SEN.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the children.
- Other specialist professionals are able to offer advice to class teacher and TLAs.

How do parents/carers and children with SEN share their views and concerns and work with the school?

Parent/Carers and children are encouraged to discuss their child with the school regularly.

Parent/Carers can discuss their views at any time, but they may include:

- Parent/Carer Consultation Evening.
- SEND support plan reviews.
- Regular meetings, including Early Help meetings and TAM (Team Around Me) meetings.
- Annual Reviews for pupils with EHCPs (Education, Health and Care plans).



If Parent/Carers have any concerns and feel a formal complaint is needed, the school complaints policy can be found on the school website.

If I have a query about the support my child receives, what do I do?

- Make contact with school, talk to your child's teacher. Early morning learning is a daily opportunity to speak with staff.
- The SENCO is on the playground at least once a week to answer any questions Parent/Carers may have.
- The School will host 'Time to Talk' sessions termly to invite all Parent/Carers to meet staff, learn about the school systems to support learners, signposting for family support and to have an open forum for conversation.
- Ask to meet the SENCO.
- Ask to meet the Head of School or the Assistant Head Teachers.

What happens when my child moves from class to class or to another school?

- All children make visits to their new class and teacher in the summer term.
- Class teachers meet in the summer term to pass on information about all pupils and their individual needs.
- Some children will have a transition booklet to take home over the holidays with pictures and information about their new class or school. Video and Phone calls to meet with new staff can also be arranged.
- Some children have a One Page Profile which is updated in the summer term telling their new class teacher and support staff about their strengths and what they need in school to help them.

- Additional visits may be arranged to reassure more anxious children.
- If moving schools, all information about a child is passed to new schools. Bespoke transitions can be arranged.

How accessible is the school for my child with SEN?

- The school is set out across two floors, many classrooms are located on the ground floor with doors that provide access to the playground.
- Two stairways and a lift provide access to the first floor.
- Tor Bridge Primary School accessibility plan is available on the policies page of the school website.



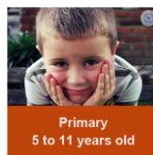
Where can I find further information about the school's approach to pupils with SEN?

Further details can be found in the school's SEND Policy, which is available on the school website. Parent/Carers can ask school staff any questions they may have. If required, please contact PIAS (Plymouth Information and Advice for SEND) for impartial support with any aspect of SEND needs or provisions.



pias@plymouth.gov.uk

Parents/Carers can find more information about **Plymouth's Local Offer** for SEND by accessing 'Plymouth Online Directory' [SEND Local Offer - Plymouth Online Directory](#)



Tor Bridge Primary School's contribution to the local offer can be found here [Tor Bridge Primary School - Plymouth Online Directory](#)