

SEND INFORMATION REPORT 2024—2025

Annual Report to Parents from the Governors on the Provision for Special Educational Needs and Disabilities (SEND) at Bridlewood Primary School 2024–2025

This annual report should be read in conjunction with the Special Educational Needs and Disabilities (SEND) Policy, the Equalities Policy, the Relationship and Behaviour Policy and the Accessibility Plan.

Special Educational Needs (SEND) Staff

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Legislation

Children with SEND have significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. The Special Educational Needs Code of Practice 2015 lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of such children.

SEND Curriculum Intent

To have high aspirations and expectations for all pupils with Special Educational Needs and Disabilities, and to focus on outcomes for children with SEND **since all teachers are teachers of children with Special Educational Needs and Disabilities and teaching such children is therefore a whole school responsibility.** Every pupil with SEND has their own unique educational needs, and at Bridlewood we are committed to providing a tailored curriculum where adaptations and support are provided without limiting the breadth of pupils' curricular

experience. Bridlewood is ambitious for all pupils with SEND and we believe that appropriate assessment of need and then appropriate planning with parents and carers leads to effective support and interventions for: Communication and interaction; Cognition and learning; Physical health and development; and Social, emotional and mental health. Regular review and re-assessment mean that we are able to ensure there is a focus on preparedness for the next stage of their lives and this drives high aspirations for the future, which in turn ensures that pupils with SEND achieve exceptionally well when they leave the Trust in year 13 or the school in year 6.

SEND Curriculum Objectives:

- To identify as early as possible, and then monitor, the needs of pupils with SEND so that appropriate provision can be made and their attainment raised.
- To enable pupils who have Special Educational Needs and Disabilities to reach their full potential through the identification and provision of successful interventions.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To work towards successful outcomes through a whole-school approach in the management and provision of support for SEND.
- To provide advice and support for all staff working with pupils with SEND.
- To provide a broad, balanced, and relevant curriculum, and ensure access to extra-curricular activities and school trips.
- To involve children and their parents/carers in the identification, planning, and reviewing of objectives and outcomes.
- To work in co-operative and productive partnership, where appropriate, with outside agencies.
- To involve and listen to each pupil's voice in all matters concerning them.
- To record, monitor, and assess outcomes that inform the 'assess, plan, do and review' cycle for each individual pupil, and those that inform the planning of the school development plan.
- To provide an education that enables all children and young people to make progress so that they achieve the best possible outcomes, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education, or training.
- To ensure all pupils are able to achieve exceptionally means achievement across the board that is at least similar to that of non-SEND counterparts, that matches or better the child's previous rate of progress, and that closes the attainment gap between the child and their peers. All pupils can and should achieve their very best.
- To ensure that all pupils are able to share in all aspects of the life of the school.
- To enable the enhancement of pupils' self-perception as learners.
- To ensure that all pupils are inspired and motivated, fostering a curiosity to learn.

SEND Implementation

Our Approach to Teaching Learners with SEND

We are fully committed to the inclusion of pupils with special educational needs into mainstream lessons. We seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that progress is being made.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide support that is ‘additional to or different from’ the normal adapted curriculum intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Bridlewood we are committed to ensuring that all learners have access to learning opportunities and, for those who are not making progress, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

SEND PROFILE 2020-2025

	July 20	July 21	July 22	July 23	July 24
SEND Support	34 (+2 nursery)	38	31 (+2 nursery)	31	24
EHCP	8	8	7	7	9 (+2 nursery)
SEND Total	42 (+2 nursery)	46 (+2 nursery)	38 (+2 nursery)	38	33
%	20%	22%	18%	18%	18%

July 2025	Number of pupils	% of whole school (204 on roll)	National %
SEN Support	28	13%	14%
Education, Health and Care Plan (EHCP)	12	6%	6%
Any significant changes in the SEND profile since last year? Increase in number of pupils with communication and interaction needs in the Early Years/KS1 and an increase in those with an EHCP in 2025.			
Number of permanent exclusions where the pupil has SEND -0			
Attendance of pupils with SEND – 95.99% School – 95.83%			

Breakdown by area of need 2024-25

Area of Need	Number of pupils	% of SEN pupils
Cognition and Learning	18	45%
Communication and Interaction	17	43%
Social, Emotional and Mental Health	3	8%
Sensory and/or Physical	2	5%

Not every child identified in the census by disability meets the criteria to be in the SEN Support or EHCP categories.

Assessing SEND

Progress data for all pupils is collated over the course of the year. The data is reviewed and those pupils who have made no progress, show a severe decline in progress, or a major difference to their peers across English and Maths, are identified and discussed.

All pupils have Maths, Reading and Writing assessments / teacher assessment three times a year. These results are then analysed alongside other assessments and interventions are implemented if necessary.

In addition to the arrangements for assessing and reviewing all children's progress, pupils with SEND have (where appropriate):

- A rolling review of targets and outcomes specific to the individual is discussed with parents.
- Early Help Assessment and Team around the child (TAC) meetings.
- External agency involvement ie Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy and other support service reviews.

What we do to Support Learners with SEND

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teaching Standards and the SEND Code of Practice expects Quality First Teaching to be provided and stipulates that every teacher is a teacher of SEND. The Teaching Assistant Standards 2014 document details the expectations for all Teaching Assistants. Staff will use various strategies to adapt access to the curriculum. Advisory Teachers are utilised where necessary.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning.

Special assessment arrangements are put in place for those pupils who qualify.

Careful tracking of pupils' well-being is undertaken through the use of a "Readiness for Learning" score obtained annually using a detailed pupil perceptions survey. Anger and anxiety management support is given by either the Pastoral Manager or ELSA through 1:1 or small group work.

The Park Academies Trust have two specialist teams who support pupils across the Trust. These are the **School of Solutions** who support children with Social, Emotional and Mental

Health needs and the **TPAT Mental Health** support team who offer talking therapies to children to work through developing or existing needs. Teaching Assistants carry out recommendations made by the therapists eg Speech and Language, Visual Support, as appropriate, under the supervision of teachers and the SENDCo.

How do we Find Out if Support is Effective?

Monitoring progress is an integral part of teaching and leadership. Parents/carers, pupils, and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'Assess, Plan, Do, Review' model and ensure that parents/carers and children are informed of any planned interventions. Parents are contacted to discuss their child's progress. A baseline is recorded which can be used to compare the impact of provision. Those pupils with an Education Health Care Plan will receive an Annual Review and an interim review, as appropriate.

The SENDCo attends regular cluster meetings where impacts of interventions, training outcomes and updates on local procedures/provisions are discussed and shared.

Graduated Response to Needs

During the academic year pupils with SEND were supported through our graduated response. Wave one pupils have needs that can be met through classroom differentiation and quality first teaching. Wave two pupils have additional support. For Wave three pupils the school has requested support and advice from outside agencies and individualised interventions are put into place. This may be through the Early Help Record procedure or directly with individual agencies or specialists. For a few pupils, whose needs are significant, an Education, Health, and Care Plan is issued with additional funding beyond the standard sum delegated to the school for Special Educational Needs and Disabilities.

Some pupils with disabilities and medical needs are entitled to access arrangements for statutory tests. Most commonly this is the use of a reader, additional time, or the use of a scribe/word processor. Pupils with these arrangements use them as part of their normal provision in school as far as it is practically possible. Pupils choose to take advantage of these arrangements with guidance from the school and their parents or carers.

Where appropriate pupils with an Education, Health, and Care Plan (EHCP) attend their annual reviews where their views are sought both as written contributions prepared in advance, and verbal contributions during the meeting.

Arrangements are made for all pupils with disabilities and medical needs to attend the full range of extra-curricular activities and school trips.

Categories of Pupils at Wave 1

- Pupils who are able to make good progress supported by Quality First Teaching in lessons.

Categories of Pupils at Wave 2

- Pupils who attend interventions.
- Pupils who require additional support with English or Maths.
- Pupils with an individualised plan
- Some pupils for whom the school has sought educational advice and support from outside agencies such as the educational psychologist, the speech and language therapist and other advisory services.
- Pupils who require support to address issues with aspects of mental, social and emotional

Categories of Pupils at Wave 3

- Pupils who are supported by significant interventions or targeted programmes designed to meet their needs.
- Some pupils who are receiving regular support from outside agencies.
- Pupils who are educated at an alternative educational provision but remain on the school roll.
- Pupils with an Education Health and Care Plan (EHCP).

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Planning for transition is a part of our provision for all learners with SEND. Pupils identified with SEND are invited to additional transition visits. Visits are made to provisions where necessary and where available. Staff also attend meetings and annual reviews for pupils joining where possible.

SEND Impact

The progress of children on the SEND register is monitored and reviewed at pupil progress meetings three times a year and in the SEND Plan reviews which follow each pupil progress meeting. Attainment for reading, writing and maths in KS1 and KS2 has remained consistent from the beginning to end of year.

The following charts show the outcomes for pupils with SEND.

Attainment and Progress for SEND KS1-2

Primary Results	Combined RWM	Reading	Writing	Maths
All PUPILS NA 2025	62%	75%	72%	74%
All SEN BPS 2025 (9 pupils)	11%	33%	33%	56%
EHCP BPS 2025 (4 pupils)	0%	25%	25%	0%
SEN Support BPS 2025 (5 pupils)	20%	40%	40%	100%

We use the software package Provision Map to create and review individual education plans. We have also used this tool for our assess, plan, do review cycle of interventions. Reviews score both outcomes and interventions from -2 (significantly less than expected progress) to +2 (significantly more than expected progress) with a score of 0 being expected.

This year, our reviews continued to show scores within the 'expected range' demonstrating that on average, pupils are achieving the outcomes they have been set. We are confident that we are setting consistent targets across the school and that they are being reviewed consistently by staff.

Liaison

Swindon Borough Council has created a Strategic SEND Board with representatives from Education, Health, and Social Care across Children's and Adult Services. David Williams (Director of Inclusion, The Park Academies Trust) attends all the meetings. The Board also includes representation from the parents and carers group, and the voluntary and community sector. The board is chaired by the Director for Education for Swindon and includes Director of Children's & Adult Services as one of the members, who in turn reports to Corporate Board and the Cabinet.

Professional Development

The Trust offers SEND online training through two platforms National College and Nimbl.

There have been a number of SEND-related training sessions for staff:

- Trauma Informed Approaches
- Mental Health
- Behaviour Management

- SEND Conference
- TEEP training for new Teaching Assistants and Teachers
- Precision teaching
- Adaptive teaching

Staff have worked alongside advisory staff and outreach workers who have visited the school and/or attended meetings, which has developed knowledge, understanding, and expertise.

Staff training is monitored by line managers through the Appraisal process.

Parent/Carer Involvement in Provision for Pupils with SEN, Disabilities, and/or Medical Needs

Annual Reviews, Early Help Assessments and Records, TACs, e-mails, phone calls, and meetings take place. Parents and Carers are fully included in the review process for pupils with SEND and they are encouraged to develop the pupils' learning at home, supporting them with homework, interventions, and/or reading. This partnership has a significant positive impact on pupil progress. All parents have the option to talk formally about their child's progress at least three times a year.

Deployment of Staff and Resources

During the academic year 2024-2025 staff were deployed to provide for pupils with Special Educational Needs and Disabilities in the following ways:

- Teaching Assistants worked in mainstream classrooms alongside classroom teachers to support mainstream SEND pupils and take small groups or individual pupils for additional support, mostly outside of timetabled lessons.
- The SEND staff worked closely with the pastoral team contributing to 'Early Help Records', 'Team Around the Child' meetings, 'Child In Need' Meetings, contact with parents, and assessment of pupil needs.

External Agencies

The advice and support of the following agencies has been sought:

- The advisory teachers for the deaf, visual impairment, social and communication difficulties, Specific Learning Difficulties (SpLD) and physical disability
- Educational Psychology Service (EPS)
- Speech and Language Therapy
- Community Paediatricians
- School Nursing Service

- Young Carers
- Swindon Information Support and Advice Service (SIAS)
- Attendance Officers
- Early Help Navigator & Contact Children and Families Swindon
- Swindon Autism Advice Service (SAAS)
- Aiming High
- SEND Team Co-ordinators
- Targeted Mental Health Service (TaMHS).
- BeU Swindon

Trust support

School of Solutions – our in-Trust Alternative Provision

We provide an inclusive environment for pupils where they remain part of the mainstream school and to belong both to their school and the Trust family as a whole. We add to the mainstream curriculum through a therapeutic approach, by offering activities, learning and skills practise that involves the development of emotional quotient skills. These are the foundation for being able to be ready to learn.

We want to ensure that these pupils have access to creative and innovative approaches to learning and will use programmes that support and promote the facilitation of the ‘finding of meaning’, in everything that is offered, whilst preparing them for learning and life beyond the school. It will promote cooperative relational interactions.

For pupils to be ready for their futures in the work place and world, there are fundamental steps in their emotional intelligence that must be developed and sustained. These will be the foundation of positive relationships and experiences, that will mean they can go into the world as well-rounded adults, who can positively contribute to society and lead fulfilling lives. The School of Solutions aims to address developmental gaps that may exist for pupils in order to support this foundation.

Mental Health Support Team

The Mental Health Support Team (also known as the MHS) offers targeted therapeutic interventions and support; to enhance the well-being and mental health of pupils within the Trust.

The Mental Health Support team work with a broad range of youth mental health difficulties including (but not limited to); anxiety, low mood, depression, self-esteem and body image, bereavement, phobias, school-based anxiety/avoidance.

We adopt a solution focused, pupil centred approach using evidence-based methods such as; talking/listening, cognitive behaviour, mindfulness techniques, positive strategies and mechanisms, restorative relationship support, psychoeducation.

We aim for the work to be a targeted 12 session support programme and will review the support offered to each pupil every 6 weeks.

Arrangements for consulting and involving children

The arrangements for consulting and involving children vary according to the age, maturity and capability of each individual. However, in addition to the arrangements offered to all pupils' views will be actively sought through:

The Pupil Perceptions survey (each year in the spring term)

Reviewing individual plans

EHRs and TAC meetings

EHCP Annual Reviews

SEND specific appointments with the SENDCo

How children with SEND are enabled to engage in activities alongside children who do not have SEND

Children with Special Educational Needs and Disability (SEND) have accessed the same clubs as children without SEND. Reasonable adjustments have been made to enable pupils with SEND to access day and residential trips. Full risk assessments have been carried out in advance. Pupils with SEND have been encouraged to attend residential trips with their peers to help them develop life skills.

Local Offer

For further information on services available within Swindon, please see the Swindon Local Offer at <https://localoffer.swindon.gov.uk>

Parents are offered and encouraged to access the support of two Swindon based organisations:

Swindon SEND information, advice and support service ([SIAS](#))

Tel: 01793 466515 or email: SIAS@swindon.gov.uk

Swindon SEND Families Voice <http://swindonsendfamiliesvoice.org.uk>

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's teacher. If concerns or queries remain unanswered then matters can be discussed at a further meeting with the class teacher and/or the SENDCo.

If matters cannot be resolved parents can speak to the Head Teacher. The Complaints Policy is available on the school website or as a hard copy from the school office.

Contact information

Parents with enquiries regarding Disabilities and/or Special Educational Needs are invited to contact the school by phone (01793 706830), email, or letter. Appointments can be made with:

SENDCo, Deputy Designated Safeguarding Lead and Deputy Headteacher – Nicola McLaughlin
senco@bridlewood.org.uk

SEND Local Governing Committee Link – Martin Hardy
hardym@bridlewood.org.uk

TPAT Director of Inclusion – David Williams
williamsd@theparkacademiustrust.com