



Bridgewater Primary School

Special Educational Needs and Disabilities Information

At Bridgewater we will ensure each child meets their full potential and will experience a range of opportunities which will raise their aspirations. Through strong links with a range of partners, we will ensure children leave us having been taught to think, problem solve, work collaboratively, express themselves showing respect so they are capable, confident individuals.

Our vision is to ensure outstanding outcomes for our children by "working together to improve learning for all" which summarises our common values.

Our mission statement is the back drop for all we do in school, including our work with our children with additional learning needs. This document gives families information about the variety of ways we ensure we support our children with special educational needs and disabilities (SEND) to achieve their potential. We provide a full range of educational and pastoral support to all and our children with SEND make very good progress.

The information here is general; each child is an individual and will receive unique provision and resources where necessary.

If you would like further information, or a chat, please contact our SENDCOs, Jenn Stoker and Marie Booth or our assistant SENDCO Karen McIver, by email admin@bridgewater.newcastle.sch.uk or phone on 0191 2745290.

There are a number of reasons why a child may be identified as having SEND:

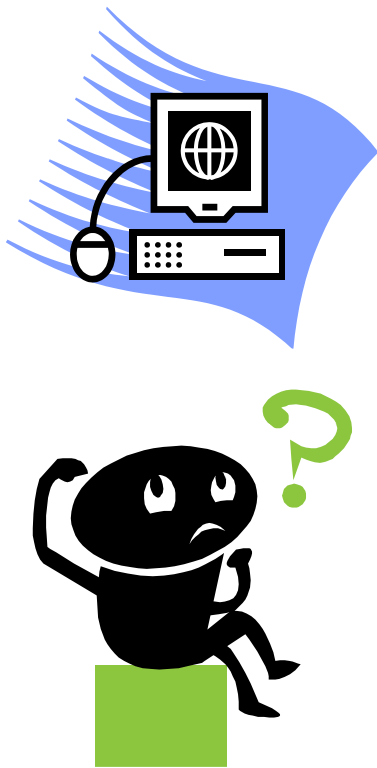
- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment.
- They have a physical disability.

For all children at Bridgewater School who have an additional need we:

- Recognise that the family is the expert on their child and work in partnership with them.
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.
- Employ 2 fully qualified Special Educational Needs and Disabilities Co-ordinators (SENDCOs) to lead on SEND provision across the school, an assistant SENDCO, and a senior SENDCO Early Years Practitioner in our 0-3 provision.
- Employ a full-time Family Support Worker who supports parents with the SEND processes and to attend meetings.
- Assess and review the learning of our SEND children, using that information to inform future planning and teaching.
- Provide teaching assistants in class who work with SEND children and also, importantly, support other children so that the teacher has more opportunities to work with the SEND children.
- Hold regular meetings for teaching assistants and teachers with the SENDCO, to review children, interventions and resources and to adapt provision where necessary.
- Support our families with children with SEND, formally through review meetings and informally through our “open door” approach. Families are also advised of other services and organisations which may offer further advice and support.
- Seek advice from outside agencies to ensure each child’s needs are fully identified and understood and to learn from specialists how best to support our SEND children. (Link: Outside Agencies)
- Refer children to services and professionals to assess and support their needs.
- We evaluate intervention groups and strategies on a half termly & termly basis.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children.
- Ensure our school activities and trips, are accessible to all our SEND children.
- Hold termly review meetings with families for children with a higher level of SEND.
- Provide on-going SEND training and information for teachers and teaching assistants
- Liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.

(Link: SEND Policy)

Specific provision is also provided for the different areas of need. The table below explains the detail of this support.

Type of SEND	Support provided in school
Communication and Interaction Autism Speech, Language and Communication Needs 	• We use visual timetables when needed to support children to understand what will happen and when. • We provide areas with reduced distractions and low stimulus • We offer additional support during break and lunch time when appropriate. • We use social stories to help children learn how to approach different social situations. • We run small groups focusing on friendship • We have a variety of resources available to use, depending on a child's sensory difficulties. • Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety. • We run small group speech and language sessions. • We run Lego Therapy sessions to support children with communication needs. • We run individual and group speech and language programmes as advised by NHS Speech and Language Therapists. • Our Early Years Professionals run language groups and increasingly use Launchpad for Literacy to support early language development. • Small group talk boost and word aware sessions and pre-teaching vocabulary. • We access the expertise and advice of the local authority Communication and Interaction
Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)	• We access the expertise and advice of the Special Educational Needs and Disabilities Outreach Service (SENDOS) to ensure the needs of children are clearly identified. • We provide small group support with a focus on literacy or numeracy skills, depending on need. • We use intervention programmes to improve literacy or numeracy skills- e.g.



Lexia, Nessy, Read, Write Inc, Fresh Start; Plus One and The Power of Two.

- We provide resources to support children with specific needs- e.g. coloured overlays and reading rulers to help with reading for our dyslexic children.

Social, Emotional and Mental Health Needs

Mental Health Condition

Social Difficulties

Emotional Difficulties



- We provide excellent pastoral care for our children including work with our Thrive Practitioner, SENDCo's and Family Support Worker.
- We have a full time Thrive practitioner and all staff are Thrive trained at the first level to understand and support children's emotional development.
- We run one to one sessions focusing on emotional understanding and expression.
- We use the Zones of Regulation across the school to help children to learn to regulate their emotions and understand their own emotions, the emotions of others around them.
- We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe.
- We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities
- We provide one to one nurture sessions for vulnerable children.
- Counselling including that for bereavement.
- We run small group sessions with a focus on social skills.
- We seek the expert advice and support of outside agencies, including the School Health Advisor and the Children and Young People's Service (CYPS)
- Our staff are regularly trained in ADHD, Autism and Attachment needs to support children in school.

(Link: Anti-Bullying Policy)

Sensory and Physical Needs

Hearing/Visual Impairment

Physical Disabilities

Multi- Sensory Impairment

Medical Needs



- We provide support and practical aids where appropriate to ensure pupils can access the curriculum.
- We seek advice and guidance from school health and hospital staff for pupils with significant medical needs
- We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills
- We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment Team.
- When it is appropriate we use ICT to enhance pupil's access to the curriculum including the use of alphasmarts, laptops and ipads.
- When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child.
- All the entrances to school have ramps fitted to allow wheelchair access and there are lifts in the building to access the other floors.
- Our school has a disabled toilet that includes a hoist and wet room showering facilities.
- Our staff understand and apply the Medical Conditions Policy.
- We ensure that children with disabilities have access to the whole curriculum including school visits and after school clubs. This includes providing equipment and resources to ensure equity and equal opportunity.

(Links: Accessibility Policy; Medical Conditions Policy)

If you have any concerns about your child's learning or well-being please come in to school. We shall be happy to discuss things and work with you as we all seek to support your child in our school.