



# SEND Information Report

**Approval Date: November 2018**

**Reviewed: March 2026**

**Next Review: March 2027**

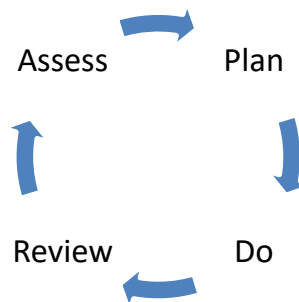
**Headteacher:** *Temberson*

Three Bridges Primary School is a mainstream inclusive school which ensures that all pupils achieve their potential - personally, socially, emotionally, and academically - in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

### **Provision: Whole School Approach**

Quality First Teaching and additional interventions are defined through our ongoing dialogue across the school, contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about Quality First Teaching and the application of an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



**All teachers are responsible for every child in their care, including those with Special Educational Needs.**

#### Fundamental Principles of our Special Educational Needs Policy/Local Offer

1. A child with Special Educational Needs should have their needs met.
2. The views of the child are sought and taken into account when identifying their needs, as well as when assessing and monitoring targets set.
3. The vital role of co-production between parents and school staff to ensure that their child's education is acknowledged, and their knowledge views and experience are used, continuing the home/school partnership.
4. Children with special educational needs will be offered a broad, balanced and relevant curriculum, including the foundation stage and national curriculum, wherever possible.

## **SEND Needs**

Children and young people's SEN are generally thought of in the following four broad areas of need and support - the following list includes examples of support and is not exclusive:

### **1. Communication and interaction**

Examples of Support: Lego Therapy, Narrative Therapy, Circle of Friends, specific SALT support/targets, Active Listening, Turn-Taking sessions, EAL support, Attention Autism and Hedgy Club/All about me.

### **2. Cognition and learning**

Examples of Support: Regular Readers, Phonics Tutoring, Fresh Start phonics, Nessy, Mastering Number, Precision Teaching, Numberstacks, 1<sup>st</sup> class @Number, Memory Magic and EAL support.

### **3. Social, emotional and mental health**

Examples of Support: Your Space Play Therapy, Thought-Full (mental health support), Learning Mentor/ Pastoral Support, ARTiculate, Lego Therapy, Circle of Friends, Talkabout, Forest School, Cooking/ Creative nurture workshops, Therapy Dog, Hedgy Club/Autism Ambassadors and Attention Autism.

### **4. Sensory and/or physical needs**

Examples of Support: Jump Ahead, Dough Disco, Write Dance, specialist equipment/support, Sensory Circuits, Fine motor sessions and Letter Join.

Much of the school is accessible to children with physical disability and our Lower Site is single storey. Where the need arises, reasonable adjustments will be made.

- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- All staff working in an area of specialised provision are highly trained in these areas and have their training needs regularly updated.

- Advice and support are requested from other professionals such as Speech & Language therapy services, Occupational Therapist, Physiotherapist, CAMHS, Advisory Support Teacher, Educational Physiologist or health services such as a Paediatrician.
- We seek advice from a range of outside professionals to ensure that we can make reasonable adjustments (this may include the provision of specialist equipment) to enable children to access our school, and to ensure that children with a disability are not treated less favourably.

As of March 2025, we have 106 children or young people receiving some form of SEN Support. We have 31 children with EHCPs: 15 of these are part of the SSC, 16 of these are within mainstream.

TBPS puts great emphasis on the emotional happiness and well-being of our pupils. Personal Social Health Education (PSHE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Assemblies also provide regular opportunities for pupils' reflection and discussion. For children who may be having difficulties, we are able to offer various support and interventions, including 1:1 mentoring support and/or group support as appropriate. Children are assured that all adults are available to speak to them about any worries, difficulties or problems.

### **Evaluating the effectiveness of provision**

We have internal processes for monitoring quality of provision and assessment of need *(see page 7)*

- Your child's progress is continually monitored by his / her class teacher.
- His / her progress is reviewed as part of an ongoing process of assessment. This will include areas such as attendance, engagement in learning, and behaviour.
- Parents/carers, pupils and teachers meet two times a year for Termly Learning Conferences. All children on the SEND register will have a termly ILP (Individual Learning Plan) and parents/carers are invited to discuss their child's provision. This will include meeting with class teachers and, where appropriate, SSC teachers and an Inclusion Manager.
- If your child is not yet able to access the National Curriculum, more sensitive assessment tools are used which show their level in more detail and will also show smaller but significant steps of progress.

- At the end of key stage 2, all children (who are working within the standard of the test) are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, and the results are published nationally. Pupils in KS2 working below the National Curriculum standards will be assessed using the pre-key stage standards.
- All children in the school are set clear and measurable targets in literacy and numeracy. Only children who have needs in addition to these targets will be involved in writing an Individual Learning Plan which will outline additional learning differences and strategies of support. If your child has an Individual Learning Plan, you will be asked for your views on this and given further advice on how you can support your child. All parents/carers will be informed of any extra support that your child is receiving.
- The progress of children with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Managers will also check that your child is making good progress as part of Pupil Progress Meetings with class teachers and by monitoring any group intervention work that they take part in each term.
- A range of ways will be used to keep you informed, which may include:
  - Class Dojo
  - Letters sent home
  - Additional meetings as required
  - Annual reviews
  - Interim and End-of-Year Reports

**Involving parents and learners in the dialogue is central to our approach and we do this through:**

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
Termly Learning Conferences	Class Teachers, Parents, Children	Autumn and Spring Term
End-of-Year Report	Class Teachers, Parents, Children	Annually
Annual Review	Inclusion Manager, Parents, Class Teacher/ SSC Teacher	Annually
ILP Review	Class Teacher, Parents, Children	Termly and ongoing

- We would like parents/carers to talk to their child's class teacher regularly so they know what they are doing at home and they can tell you about what the school is doing in school. This is to ensure that the school is doing similar things to support them both at home and school and can share what is working in both places.
- The Inclusion Managers (or Deputy or Headteacher) are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The Inclusion Managers will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- ILPs will be reviewed with your involvement.
- Home learning will be adjusted as required to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We will be happy to discuss any necessary adaptations for your child.
- The ILP will include ideas for how you can support your child at home.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

*If your child is undergoing an assessment towards an EHCP, you may also be supported by the SENDIASS. They will ensure that you fully understand the process.*

### **Staff Development**

We are committed to developing the ongoing expertise of our staff. We have the following current expertise in our school:

Our Inclusion Team is made up of Specialist SSC Teachers, The Learning Support Team, our Social, Emotional and Mental Health (SEMH) Team including our Learning Mentor and our EAL Support Team.

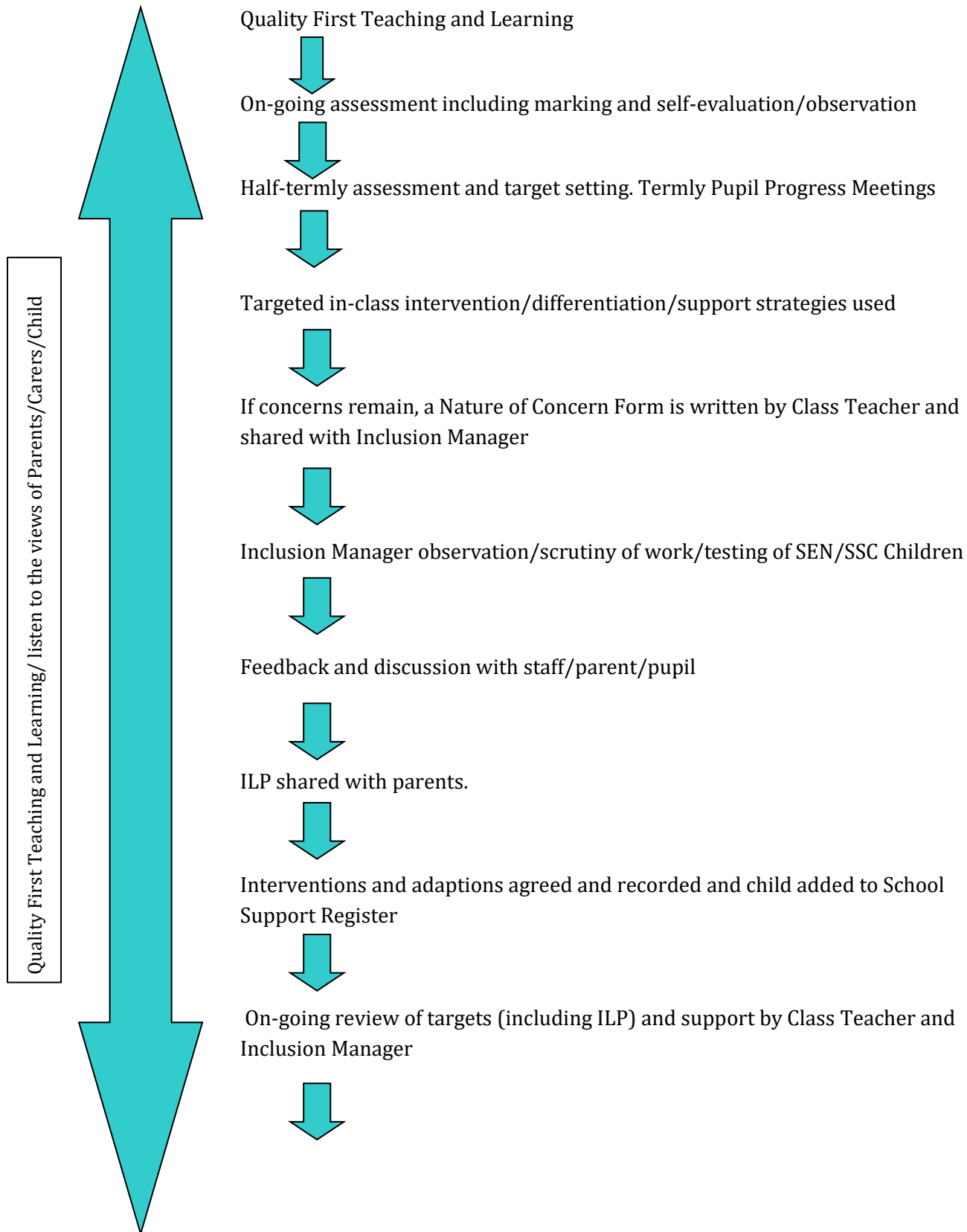
We are committed to enhancing our staff's CPD, and our staff received training in the following areas in 2025-2026: Attachment training, Autism training, Trauma training, Safe Schools and Team Teach (De-Escalation training and positive handling), Precision teaching, Attention Autism, Visuals and Structured Learning, SALT training, Therapeutic Behaviour training, Lego Therapy.

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff. LSAs work alongside the class teacher to support

children with SEND individually or in small groups. Support is personalised and targeted. Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning.

A baseline assessment will take place at the beginning of the intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended impact. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents' consent.

## Identification and Assessment of SEN: How does the school know if my child needs extra help?



Continue/ Repeat Process if necessary or remove child from School Support Register. **Further outside advice may be accessed if needed.**

## **Staff deployment and support**

- We allocate support to pupils based on their specific needs - whether social, emotional, or medical - and the professional judgment of the staff working with them. Support may be directed by provisions written in an Education Health and Care Plan, however the level of support for pupils without this will be decided on by discussions held between the Inclusion Managers, relevant teachers, parents/carers and the pupil themselves.
- It is vital that any support provided is appropriate to the needs of the pupil and gives them opportunities to learn independently and develop skills to enable them to cope outside of the school environment. The level of support given to a pupil will be reviewed regularly, taking into account the impact that the support is having in terms of the pupil's progress, both academic and social. Parents and the students themselves will be involved wherever possible in decisions relating to the support offered.
- Considerable thought, planning and preparation are put into utilising our support staff to ensure that children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.
- The Inclusion Managers' jobs are to support the class teachers in planning for children with SEN.
- Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attending training courses run by internal and external agencies that are relevant to the needs of specific children in their class e.g. from the ASCT (Autism and Social Communication Team), LBAT (Learning and Behaviour Advisory Team), Team Teach (positive handling), Communication Interventions from SALT professionals etc. to support staff in implementing Quality First Teaching and Individual Learning Plans.
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place, or has taken place by the staff members in the school, please speak to the Inclusion Managers.

## **Finance: How are the school's resources allocated and matched to children's needs?**

- The school budget, received from West Sussex Local Authority, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Headteacher and the Inclusion Managers discuss all the information they have about SEND in the school, including;

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected, and decide what resources/training and support is needed
- all resources/training and support are reviewed regularly and changes made as needed.

### **How does the school enable pupils with Special Educational Needs and Disabilities to engage in all activities?**

We aim to include all pupils in appropriate extra-curricular activities, and the school will make reasonable adjustments to ensure that students with Special Educational Needs and Disabilities are able to take part fully in activities and trips, as long as their health and safety can be assured. This may involve assigning extra staff, preparing students in advance, or adapting activities. We will liaise with parents, external agencies and the pupil to agree the appropriate outcomes.

### **School Partnerships and Transitions**

Our academic assessment for children and young people with SEND is moderated through our cluster of schools and neighbouring partners.

We recognise that 'moving on' can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the new school's Inclusion Manager and ensure s/he knows about any special arrangements or support that needs to be made for your child. The Inclusion Managers can arrange for you to meet the new Inclusion Manager to discuss individual needs and ensure appropriate provision is put in place.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance, and in all cases a planning meeting will take place with the new teacher. All ILPs will be shared with the new teacher.
  - If your child would be helped by a transition book to support them understand moving on then it will be made for them.

- In Year 6:
  - Prior to transfer, the Inclusion Managers and Year 6 teachers will liaise with the new Inclusion Manager and Head of Year 7 of the secondary school your child will be attending, in order to discuss the specific needs.
  - Your child may attend a small group in school to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
  - Where possible your child will visit their new school on several occasions, and in many cases staff from the new school will visit your child in this school.

### **Governing Body**

The Governor responsible for SEND liaises directly with the Inclusion Managers; meetings take place once a term. The Governing Body are fully involved in decisions regarding the admission and provision planning for pupils with SEND. The Inclusion Managers write the SEN Information Report (SEN Policy), which is agreed by the Governors. This is also an opportunity for Governors to raise questions with the Inclusion Managers.

Inclusion Managers: Katrina Smallman and Katy McCartney

Local Offer Contribution: <https://westsussex.local-offer.org/services/53-three-bridges-primary-school-independent-list-41>

### **Complaints**

Our [complaints procedure](#) can be found at;

<https://www.threebridgesprimaryschool.co.uk/page/?title=Policies+and+Forms&pid=94>

#### **1. Relevant school policies underpinning this SEN Information Report include:**

- SEN Local Offer

#### **2. Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**SEN Information Report initially approved November 2017 by Teaching and Learning Committee (Governors).**