Bromley Heath Infant School
SEND information report

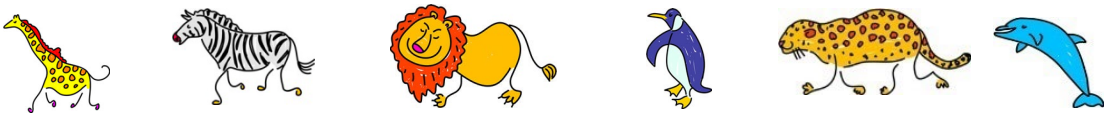


At Bromley Heath Infant school, every teacher is a teacher of every child, including those with SEND. All pupils have equality of access to the curriculum, with all staff responding to children's diverse learning needs and overcoming potential barriers to learning.

The purpose of this report is to answer any questions that parents may have about SEND at our school. Please do not hesitate to contact us if you would like to discuss anything further, or have any other questions.

Who is the best person to talk to if I'm concerned about my child's learning?
Firstly, talk to your child's teacher, as they are responsible for your child's progress. The teachers provide high quality teaching, which is differentiated to meet the needs of all children in the class. All staff have high aspirations and expectations for all children, including those with Specials Educational Needs and Disabilities. If your child is not making expected progress or they have needs which are additional to that of their peers then teachers may organise an intervention or booster group for your child. If you have concerns about your child's progress and would like to discuss it with their class teacher, please contact the school office to make an appointment.

Our **SENDCo** (Special Educational Needs and Disability Coordinator), **Ms Lucy Fletcher,** oversees the leadership of special needs provision across the school and would be happy to discuss any concerns you have regarding your child's education. Our SEND Governor is Mr Jason Pearce. Both Jason and Lucy can be contacted via the school office with any concerns: **school@bhinfants.org.uk**.



What types of SEND do you provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, speech and language difficulties, autism spectrum
- **Cognition and learning**, for example, dyslexia, dyspraxia, moderate learning difficulties
- **Social, emotional and mental health difficulties**, for example, response to trauma, anxiety
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, diabetes.

How do you assess and identify pupils with SEND?

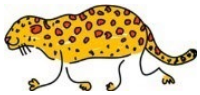
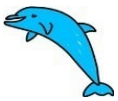
Class teachers formally assess the children's progress in reading, writing and maths three times a year. These results are shared with the senior leadership team and discussed at 'pupil progress meetings'. If a child is making slower than expected progress, or is considerably behind their peers, then they may be identified as requiring additional help to support them.

Class teachers also informally assess the children frequently throughout the year. These assessments identify any children who are not making the required progress. This may include progress in areas other than attainment, for example, social, emotional and mental health wellbeing, or communication needs.

These children are discussed with the SENDCo and if it is found that these children need continued support which is 'different from or additional to' their peers, they will be placed on the SEND register.





How do you consult with and involve pupils and parents?

We will have an early discussion with the pupil and their parents when identifying whether the child needs special educational provision. These conversations will make sure that:

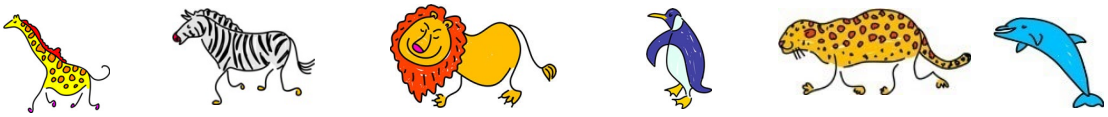
- everyone develops a good understanding of the pupil's areas of strengths and difficulties
- parents' concerns are considered
- agreed outcomes are identified for the child
- everyone has a good understanding of the next steps

Children are fundamental to everything we do at Bromley Heath Infant school; therefore, it is essential that they have a valued contribution to the process of the Graduated approach for SEND. Pupils participate in their own Pupil Passports, telling us more about themselves, such as what they like, what they would like to achieve in the future and what their strengths and difficulties are. This supports teachers with the planning and assessment process; as often children know exactly what it is they need to improve.

Most of the children on our SEND register will have a 'My Support Plan' which details the following:

- Long term outcomes for the child
- The short-term targets set for, or by, the child
- The teaching strategies to be used, outcomes and actions required
- The provision to be put in place
- When the plan is to be reviewed
- Impact and next steps

Support Plans are reviewed three times a year, in partnership with parents and teachers, involving pupils in an age-appropriate way.



How do we assess and review pupils' progress towards outcomes?

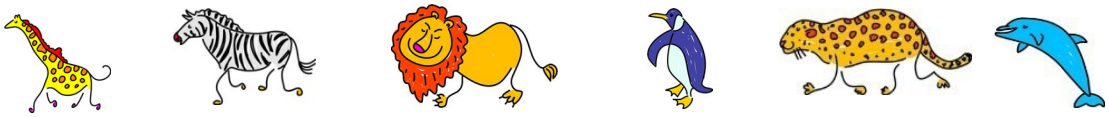
We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

How will we support your child during key transitions?

We recognise that starting school and moving on can be particularly challenging for a child with SEND and take steps to ensure that any transition is a smooth as possible. We always plan carefully for transition in a number of ways, such as:

- Meetings with Early Years settings / BHJS to discuss the needs of your child
- Opportunities for staff to see the child in their previous setting in order to observe the strategies and support already in place
- Opportunities for your child to visit our school and become familiar with the new environment
- Use of photos and social stories to familiarise your child with their new school or class and adults who will be working with them
- 1:1 meetings between home and school
- Story time and stay and play for children entering EYFS
- Clearly planned transition timetables to meet new teachers in both familiar and new environments



What is the admissions procedure for SEND pupils?

All parents need to apply for their child's school place, as outlined by the guidance in South Gloucestershire, see the following website for further information:

South Glos LIFE | Primary school admissions

Pupils with an EHCP are placed in schools through the arrangements set out in the SEND Code of Practice and associated regulations and not through the general admission arrangements. All governing bodies are required by Section 324 of the Education Act 1996 to admit to the school a child with an EHCP that names the school. Schools must admit such children whether they have places or not. Any appeal concerning the EHCP or the admission is to the First Tier Tribunal (SEN and disability). Parents/carers of children with EHCPs should contact their child's case officer for any further information

What is your approach to teaching pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, adapted for individual pupils when required, is our first step in responding to pupils who have SEND. We will also provide interventions as needed for each child, across all four areas of need, such as:

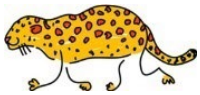
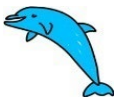
- **Communication and Interaction**: Time to talk, Narrative therapy, Speech and Language screeners, Colourful Semantics, Speech and Language guidance from speech therapist, Lego therapy, Makaton, PECs.

- **Cognition and Learning:** Read Write Inc 1:1 tutoring, small group interventions for boosting or to pre – teach, reinforce and revisit class learning. Dyslexia friendly environment. Precision teaching, Toe by Toe, spell checks, access to word banks and phoneme mats.

- **Social, Emotional and Mental Health**: ELSA, Sand Tray Conversations, visual timetables / cues, sensory breaks, transition timetables, outdoor learning, Emotional coaching, SEAL (Social and Emotional aspects of Learning), Zones of regulation/ Colour Monster work, Social Stories.





• **Sensory and/or Physical:** Smart Moves, sensory breaks / sensory room, fine motor activities, such as Write from the Start, weighted blankets and lap pads, Gross motor apparatus to develop balance and coordination and develop muscle strength.

What changes do you make to the curriculum and learning environment for children with SEND?

In addition to the high-quality teaching within each class, we ensure that all aspects of learning are carefully matched to the child and their needs. This is achieved through:

• Adapting the learning environment so that it is accessible to all children

• Small group work with a teacher or teaching assistant

• 1:1 support in and out of the classroom, when appropriate

• Flexible and dynamic groupings

• Specific intervention programmes to address gaps in the learning that the child is experiencing

• Use of specific learning programmes from outside agencies (e.g. a speech and language programme)

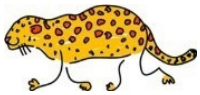
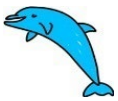
• Using recommended aids, such as laptops, spell checkers, fidget toys, visual timetables, larger font, etc.

We also work with the following specialist services to provide support for pupils with SEND:

• Educational psychologist
• Education welfare consultant
• Inclusion support team
• Behaviour support team
• Speech and language therapy team
• Children's Therapy Teams, including Occupational Therapy and Physiotherapy





- Sensory support service
- Primary Mental Health specialists / Child and Adolescent Mental Health Services
- School nurse
- Cluster 6 SEND team

We seek support from external agencies on a case by case basis in order to meet a child's needs and support their families.

Further detailed information on our accessibility aims can be found in our accessibility plan, on our website SEND page, as advised under paragraph 3 of Schedule 10 to the Equality Act 2010.

What expertise and training does your staff have to support pupils with SEND?

Our SENDCo, **Lucy Fletcher**, has nearly thirty years' experience of SEND and has also gained a Postgraduate Certificate in Specific Learning Difficulties / Dyslexia at Bath Spa University, which includes the National Award for SENDCo, as well as a Level 5 and Level 7 in Dyslexia. She is allocated 2 days per week to manage SEND provision across in the school.

The headteacher, **Abigail Perry-Hodge** has been a SENDCo in several settings throughout her career, which aids her understanding and knowledge of SEND.

We also have a wealth of experience on our team, which includes teaching assistants with the following specialism:

Louise Watton: ELSA (in training)
Collette Henderson: Sand Tray conversations
Tracey Laraway: Autism Champion

All staff are kept up to date with relevant training related to specific needs of individuals in school. There are also opportunities for other professionals to come into school to train staff where needed. For example, all staff, including Mr Mend-it, the caretaker, have completed Autism Awareness training, (24) and year groups are also given medical training when they contain children with specific health needs.

How do you evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets through our graduated approach
- Reviewing the impact of interventions
- Using pupil voice questionnaires
- Monitoring by the SENDCo / SLT – observations and provision mapping
- Book scrutiny
- Learning Walks
- Holding annual reviews for pupils with EHCPs
- Communicating with parents
- Monitoring visits with the SEND Governor, Jason Pearce

How do you enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

All of our extra-curricular activities, special events and school visits are available to all our pupils. We believe that every child should be fully included in the curriculum and any possible adaptations will be made to cater for this.

What support is there for my child's emotional and social development?

The school implements Jigsaw PHSE as part of our curriculum. The programme teaches children emotional literacy, social and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.

In addition to this, we use The Colour Monster book in every year group as a way to identify and communicate thoughts and feelings.



If further support is required, then the following interventions are available:

- Social skills interventions
- ELSA intervention
- Sand tray conversations

Further tips for parents on supporting your child with anxiety can be found on our website: Tips-for-supporting-your-child-with-anxiety.pdf

What can I do if I am not happy with a decision or what is happening? Complaints about SEND provision in our school should be made to the class teacher or SENDCo in the first instance. If a complaint needs to be escalated, then parents will be referred to the Head Teacher via the school office email (**school@bhinfants.org.uk**) and the school's complaints policy.

The complaints policy can be found here: Complaints-Policy-December-2024.pdf

What support services are available for parents of pupils with SEND?

Information about South Gloucestershire's local offer can be found here: https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer

This is the Local Authority's source of information on help and support for families and children 0-25 with special educational needs and disabilities in South Gloucestershire.

SEND and You and **South Glos Parents and Carers** both provide information, advice and support about SEND to children, young people and their parents and carers. They can be found here:

Home - SEND and You

South Glos Parent Carers - Supporting Families Since 2009



Updated September 2025, by Lucy Fletcher SENDCo