

Local Offer



What does Newham Bridge offer for children with Special Educational Needs and Disabilities (SEND)?

Identification of needs

1. How does the school identify children with special educational needs? How do we involve parents in planning for those needs? If the school is specialist, which types of special educational need do you cater for?

Information is gathered by the class teacher regularly throughout the year. Children working below age related expectations and those not meeting targets are monitored closely by the class teacher and SENCo. Data from formative i.e. ongoing assessment and summative assessments i.e. 'tests' at the end of a module or term, are also closely monitored by the assessment co-ordinator and pupil progress meetings take place each half term to discuss the attainment of each child in each year group.

Where appropriate after consultation with parents, a child with additional special needs will be placed on the school's SEN register. Review meetings for students with EHC plans (statements) take place annually.

Support

2. Who in the school will support my child and how will this be monitored and evaluated? How are the decisions made about the type and amount of provision a young person will need?

Who will oversee and plan the education programme? Who will be working with my child and how often? Who will explain this to me? How does the school know its arrangements are effective? Who will make the decisions and on what basis? How will I be involved? How does the school judge whether the support has had an impact?

The first point of contact is the class teacher who has the overall responsibility for the welfare of the children or young people in their class. They are supported in this role by the Senior Leadership team and health and social care professionals. Class teachers are supported in the classroom by teaching assistants.

Intervention groups and individual support is mapped across the school and appropriate resources are used. The SENCo is responsible for mapping the provision of support with the School Leadership Team.

Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student;

Decisions will also be based on the advice from any other professionals who have been working with or assessing a student; the amount of provision is decided in line with the needs of the pupil;

Discussions with pupils and parents are carried out to understand and priorities needs.

Curriculum

3. How will the curriculum be matched to the needs of the young person?

What is the approach of the school to differentiation?

Overall curriculum structure is directed by the Government and the National Curriculum;

All pupils have an entitlement to study a full curriculum; Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;

Especially within core subjects, groups are set within ability bands and this leads to differentiation to the levels students are working at using quality first teaching and ensuring that targets are stretching and attainable. Children benefit from the support of Teaching Assistants if they need specific support to access the curriculum.

Accessibility

4. How accessible is the school environment? Is the building fully wheelchair accessible? Have there been improvements made to the auditory and visual environment? Are there disabled changing and toilet facilities?

Our school has disabled parking at the front of school and all visitors are able to access the main reception via a wheelchair accessible entrance and continue their journey around the whole school – our ramps facilitate access throughout the entire building. There are 4 disabled toilets within our school.

ICT is used to help some of our pupils access the curriculum; there are interactive white boards in every class.

We also have specially fitted equipment to support children with their specific needs as recommended by professionals and Occupational Therapy.

Parental Involvement

5. How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

In addition to the normal reporting arrangements what other opportunities will there be to discuss the progress of my child? How will the school explain to me how my child's learning will be planned and how I can help to support this? Do you offer any parent training or learning events? How does the school know how well my child is doing?

Parents are encouraged to support their child's learning at home. Homework is provided by class teachers. Parent workshops are held to help parents support their child e.g. Phonics, Numeracy, E Safety, Sex and Relationships.

Parents are invited to an annual meeting to review their child's statement/EHCP and contribute their child's target setting.

Formal parent's meetings take place regularly throughout the school year. Parents are welcome to meet with their child class teacher when required at a time that is mutually convenient.

Home school diaries are used to support communication between home and school (where necessary) and parents are encouraged to use these where appropriate.

Parents are invited into school regularly to share in a range of activities which include; class assemblies, meetings, performances, school fairs. There are 'Stay and Play' sessions that run regularly for parents in the EYFS.

Overall Well Being

6. What support will there be for the young person's well-being?

What is the pastoral, medical and social support available in school for my child? How does the school manage the administration of medicines? How will my child be able to contribute his or her views?

Representatives from the School Council regularly meets to pass on the views of pupils.

An attendance officer monitors daily attendance and addresses with parents any concerns or issues.

The school nurse regularly visits school and our school has a full medicines policy.

The school office is open each morning from 8:30 to receive medicines from parents; and office staff / classroom staff are available each day to carry out what has been agreed with the parents.

Specialist Services

7. What specialist services and expertise are available at or are accessed by the school?

School has access to the following services:

- *Speech therapy*
- *Occupational therapy*
- *Educational psychologist*
- *Learning support*
- *School Nurse*
- *Asthma, diabetic and epileptic nurse*
- *Visually impaired teacher*
- *Hearing impaired teacher*
- *CAMHS*
- *Social Care & Outreach*
- *Rainbows- bereavement support*
- *Attendance and Welfare service*
- *Banardos -Therapeutic support*
- *Mind – through the REACH partnership*
- *Footprints Play Therapy*

- *The Bungalow Project- support with play therapists, psychologists, mental well being*
- *Specialist Literacy Teacher*

Staff Training

8. What training are the staff supporting children and young people with SEND had or are having?

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification. There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.

Staff have a range of specialist qualifications either in a curriculum subject area such as Art or in an area of special educational needs e.g. autism.

The SENCo has recently completed The Postgraduate Certificate in Special Educational Needs Coordination from Leeds Beckett University.

Our school is a member of the Middlesbrough Schools Teaching Alliance.

Activities outside of school

9. How will the young person be included in activities outside of the classroom including school/college trips? How do you involve parents and carers in planning activities and trips?

Our school is committed to providing all pupils with equal access to an enriched and extended curriculum. Residential holidays are organised to centres where all pupils have an opportunity to take part. Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum. Visiting artists and theatre companies allow all students access to cultural experiences. A variety of after school clubs cater for a range of interests and abilities and include; dance, choir, guitar club, art, cookery, netball, cheerleading and football.

Transition

10. How will the school prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

What preparation will there be before my son/daughter joins the school? How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?

For all children starting school, parents are invited to look around the school.

For children starting in Nursery or Reception, parents will be invited to attend a new parents meeting so we can introduce the team of people who will be working with their child and gather vital information. Following this meeting, Nursery staff will complete a Home Visit for children starting in Nursery, and parents are invited to stay with their child in Nursery until they settle in. For children starting Reception the child and their parents are also invited to stay for a school dinner and starting dates are staggered to allow each child to settle fully.

Children joining our school in the middle of an academic year do so by arrangement with the Head teacher. Our website provides lots of useful information.

The SENCo and Class teacher will meet a representative of each child's Secondary School to ensure that all information is shared. If required, additional visits and transition into Secondary school can be arranged.

SEND Resources

11. How are the school/college's resources allocated and matched to the young person's special educational needs? How is the SEND budget allocated?

Every child receives base funding and a 'top up' based on their level of need. There are four levels of need and resources are allocated according to assessed need.

Further information

Please click on the link to find out further useful information

[Middlesbrough Council](#)

[Government SEND reforms](#)

Middlesbrough – Paul_mitchell@middlesbrough.gov.uk

Newham Bridge's offer for children and young people with SEND?

How does the school know if I need extra help?

Your teacher will know you very well and they will make sure that they will plan lessons that help you to learn.

What should I do if I think I need extra help?

We want you to talk to the teachers and teaching assistants if you need help.

How will my school work be organised to meet my individual needs?

You will usually work in class with the teacher. Sometimes another teacher or teaching assistant may give you support so that you make good progress. If you need any specialist equipment, the school will provide it.

How will I be involved in planning for my needs?

You are expected to talk about how you think you are doing and you will also be asked about what you may need to do and what resources you might need to improve your learning.

Who will tell me what I can do to help myself and be more independent? How will I know if I am doing as well as I should?

The staff at Newham Bridge will help you and they will do this by helping you to become as independent as possible. Teachers will talk to you about what they want you to do and about your next steps in your learning. You will be expected to talk about how you think you can improve. You can gain House points for your House, and at Celebration Assembly the winning House will be announced. Teachers may also award you a certificate, and a collection of certificates will earn you a special bronze, silver or gold certificate. You may also be Pupil of the Week and will receive this certificate and prize at Celebration Assembly. We also record children who have made an enormous achievement in our Golden Book.

What should I do if I am worried about my school work? How can I get help if I am worried about things other than my school work?

If you are worried about anything at school we need you to talk to us. We will listen to you and try and help in any way we can.

Involvement in activities outside of the classroom – How will I know who can help me? Who can I talk to about getting involved in activities if I need extra help?

If you require additional support or have an additional need we will do our very best to support you and make sure that you can join in the clubs, attend external activities and participate in residential visits if you would like to.

What help is there to get ready to start school?

We will meet with you and your family to talk about how we can make sure we can help you to settle into our school quickly. We may write a plan to make sure other people know how to help you in school. You can come and look around the school and meet your teacher and new friends. Our website has lots of information about the school which you may find useful.

How will the school support me in moving on to a new setting?

When you are getting ready to go to secondary school we will make sure that your new school knows about your needs and how they can best help you. You will have additional visits to your secondary school and will also have the opportunity to meet the key people.