



Special Educational Needs (SEN) Information Report

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For Parents and Carers

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our education. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website www.threebridgeseducation.com. You can also ask a member of staff to give/ send you the policy.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the glossary at the end of the report.

What types of SEN does the school provide?

Our school provides for learners with the following needs:

AREA OF NEED	CONDITION
Communication and Interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairments
	Multi-sensory impairment
	Physical impairment

Which Staff will Support my Child, and What Training have they had?

Teachers

All our teachers are experienced and highly skilled in supporting and educating learners with SEN's. Teachers participate in ongoing training, relevant to their role, as part of their continuous professional development. All teachers are trained in using evidence-based practice.

Teachers have various subject leads. These include:

- Outdoor learning
- Fitness
- Maths

- English
- Communication (including BSL)
- Sensory
- Educational Visits
- Dyslexia
- Mental Health and Wellbeing
- PSHE and RSE

Higher Level Teaching Assistant's (HLTA's), Learning Support Assistants (LSA's) and other Education Support Staff

We have a team of LSA's, and three higher-level teaching assistants (HLTAs) and a Workshop Technician who are trained to deliver SEN provision. All participate in continuous professional development and details added to the Single Central Register (SCR). The HLTA's have specialisms to their role. These are Mental Health and Wellbeing (learners), Mental Health and Wellbeing (parents/ carers), ICT and Evidence to Learning. Training is provided to enable these staff to carry out their specialism effectively and/ or subject area.

All Staff

All staff are trained in safeguarding and robust procedures are in place, these are regularly reviewed to ensure that they are effective. All education support staff are trained in Positive Behaviour Support and Evidence Based Practices, which enable them to understand and support learners with autism effectively. All staff are trained to carry out risk assessments for activities and environments in which learners will be learning.

External Professionals

Sometimes we need extra help to offer our learners the support that they need. Whenever necessary we will work with external support services to meet the needs of our learners and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Clinical psychologists
- Occupational therapists
- GPs or Paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA support services
- Voluntary sector organisations

How will I be Involved in Decisions Made about my Child's Education?

We will provide termly reports on your child's progress, along with an end of year report. We also invite you to any multi agency meetings and/ or reviews of your child's Education Health and Care Plan (EHC Plan).

Your child's teacher will communicate with you to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's teacher.

How will my Child be Involved in Decisions made about their Education?

The level of involvement will depend on your child's age and needs. We recognise that all children are individuals, so we will decide on an individual basis, with your input. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey, applied in a way that they can understand.

How will the School Adapt its Teaching for my Child?

Your child's teacher is responsible for the progress and development of your child. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We differentiate (or adapt) how we teach to suit the way the learner learns best. There is no '1 size fits all' approach to adapting the curriculum, we work to make sure that the adaptations we make are meaningful to your child. Therefore, your child has a bespoke curriculum.

These adaptations include:

- Differentiating and creating a bespoke curriculum to make sure all learners can access it and reviewing this to ensure it is the best opinion.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, signs, and symbols etc.
- Providing agreed LSA support.

We may also provide the following interventions:

AREA OF NEED	CONDITION	EXAMPLES OF HOW WE SUPPORT LEARNERS
Communication and Interaction	Autism spectrum disorder	Visual timetables Social stories Signs Symbols BSL Makaton
	Speech and language difficulties	Speech and language therapy advise
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia	Writing slope different paper overlays
	Moderate learning difficulties	Bespoke teaching & learning 1:1 or small groups in various environments.
	Severe learning difficulties	Bespoke teaching & learning 1:1 or small groups in various environments.
Social, Emotional and Mental Health	ASD, ADHD, ADD	Quiet workstation Individual learning spaces Learning spaces for small groups Outdoor spaces Community
	Adverse childhood experiences and/or mental health issues	Small groups 1:1 sessions
Sensory and/or Physical	Hearing impairment	BSL BSL training

	Multi-sensory impairment	Sensory room and activities Outdoor sensory activities
	Physical impairment	Adaptions to activities, indoor, and outdoors

How will the School Evaluate whether the Support in Place is helping my Child?

- We will evaluate the effectiveness of provision for your child by:
- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using learner feedback
- Assessing and reviewing learning and progress
- Holding an annual review of their education, health, and care (EHC) plan

How will the School make sure my C is included in Activities?

Extra-curricular activities and educational visits are available to all our learners and planned according to a learner’s individual needs and reasonable adjustments are made to ensure that they can be included.

How Does the school make sure the admissions process is fair for learners with SEN or a disability?

All placements must be requested by a Local Education Authority or Social Services. Parents or carers who are considering a place at Three Bridges Education for their child are encouraged to contact the school to arrange a visit. Following this, parents or carers should contact the local authority with a request for placement with us.

Prior to admission a needs assessment will be carried out to determine needs and how these can be met. Once this has been determined a placement can be offered. This must then be agreed by the Local Authority. Once a placement has been agreed by everyone a transition plan will be established to best meet the needs of the learner.

In the event of over-subscription, Three Bridges would carry out a needs assessment and offer the place to the learner whose needs we could most closely met.

How does the School support Learners with Disabilities?

At Three Bridges Education we recognise and value our role in shaping the lives of our learners. They are our priority; we support and guide them wherever possible. We help them to realise their talents and build their confidence, self-esteem, and independence. We support them in learning to understand what they find difficult and to overcome any barriers they may experience, wherever possible. We encourage our learners to reach their full potential, recognising that each of them is unique. We liaise with a wide range of support services to ensure a multi-agency approach is applied, creating the best support and opportunities possible.

Our Accessibility Plan is available on our website. It explains how we increase the extent to which disabled learners can participate in the curriculum, improve the physical environment

to enable disabled learners and improve the availability of accessible information to disabled learners.

How will the School Support my Child's Mental Health and Emotional and Social Development?

All aspects of our work at Three Bridges Education includes supporting learners with their mental health and wellbeing and social development.

Our use of peer and group work enables the learners to build tolerance of others, co-operative skills, and social skills through the learning environment. Co-operative learning builds self-awareness and awareness of difference in others, key skills for our young people to practice throughout their lives.

Our wellbeing leads carry out bespoke work with learners to meet their individual needs and our curriculum includes PSHE. See our Mental Health and Wellbeing Policy for more information.

What Support is in Place for Looked-After and previously Looked-After Children with SEN?

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND, as a personal approach is applied. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and EHC plans are consistent and complement one another.

What Should I do if I have a Complaint about my Child's SEN Support?

If you have concerns about our SEND provision you should first raise your concerns with your child's teacher or the principal. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, you are welcome to submit your complaint formally.

Formal complaints about SEND provision should be made to the principal in the first instance. They will be handled in line with our complaints policy. If you are not satisfied with our response, they can escalate the complaint. Further information can be found in the [SEN Code of Practice](#). If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What Support is Available for Me and my Family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at the Cornwall Local Authority Local Offer <https://www.supportincornwall.org.uk/localoffer>.

Special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://councilfordisabledchildren.org.uk/what-we-do-0/networks/information-advice-and-support-services-network/find-your-local-ias-service>

Charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Annual review** – an annual meeting to review the provision in a learner's EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a learner with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional, and mental health needs.
- **CAMHS** – child and adolescent mental health services.
- **Differentiation** – when teachers adapt how they teach in response to a learner's needs.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- **Intervention** – a short-term, targeted approach to teaching a learner with a specific outcome in mind.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for learners with SEN in the local area.
- **Outcome** – target for improvement for learners with SEND. These targets don't necessarily have to be related to academic attainment.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- **SEN** – special educational needs.
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports learners with SEN.
- **Transition** – when a learner moves between phases, schools or settings or life stages.