Futura Learning Partnership

Wansdyke Primary School

Wansdyke Primary School SEN Information Report 2026-2027

> Learning side by side, rising from strength to strength.

Published: September 2026
Review Date: September 2027

SEN Information Report

Compliance:

This SEN Information Report has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' 2015 and Keeping Children Safe in Education 2026 to ensure all statutory information is included, as well as , which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.

For further information please contact:

Wansdyke Primary School
School Close
Bristol

BS14 0DU

Tel: 0117 903 0218
Email: office@wansdykeschool.org.uk

If you have a concern or complaint please refer to the Futura Complaints Process here:
https://futuralearning.co.uk/wp-content/uploads/2025/11/Complaints-Procedure.pdf

Wansdyke School Ethos

The following information summarises the approach Wansdyke School has to inclusion and equality:

Wansdyke School Rules:

The following are the set of rules which all staff will refer to when setting expectations in class with children and talking about things when they go wrong. These rules will be displayed centrally with teachers having a copy to hand to use when needed.

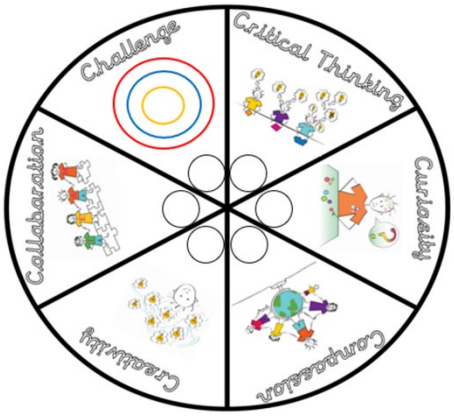
- Be respectful
- Eyes on the speaker
- Listen carefully
- Don't shout out
- Focus on Learning

Futura Values:

The Futura Learning Partnership core values describe the guiding principles that sit at the heart of our organisation; they provide the platform that brings individuals and schools together to achieve our shared mission. They apply equally to pupils and adults.



Wansdyke 6 C's of Learning:



Curiosity: be curious and ask big questions.
Creativity: generate new ideas and apply these in practice.
Critical Thinking: question and think through possible conclusions.
Collaboration: work together constructively
Compassion: empathise with others and act accordingly
Challenge: stretch and push yourself so you are working out of your comfort zone.

Wansdyke Equality Objectives:

At Wansdyke Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our School Mission statement reflects this ethos "We believe that, in learning side by side, each member of our community will be united in our common purpose, so that through commitment, enthusiasm and determination we will rise from strength to strength together".

Wansdyke SEN Mission Statement:

At Wansdyke Primary School, we endeavour to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the

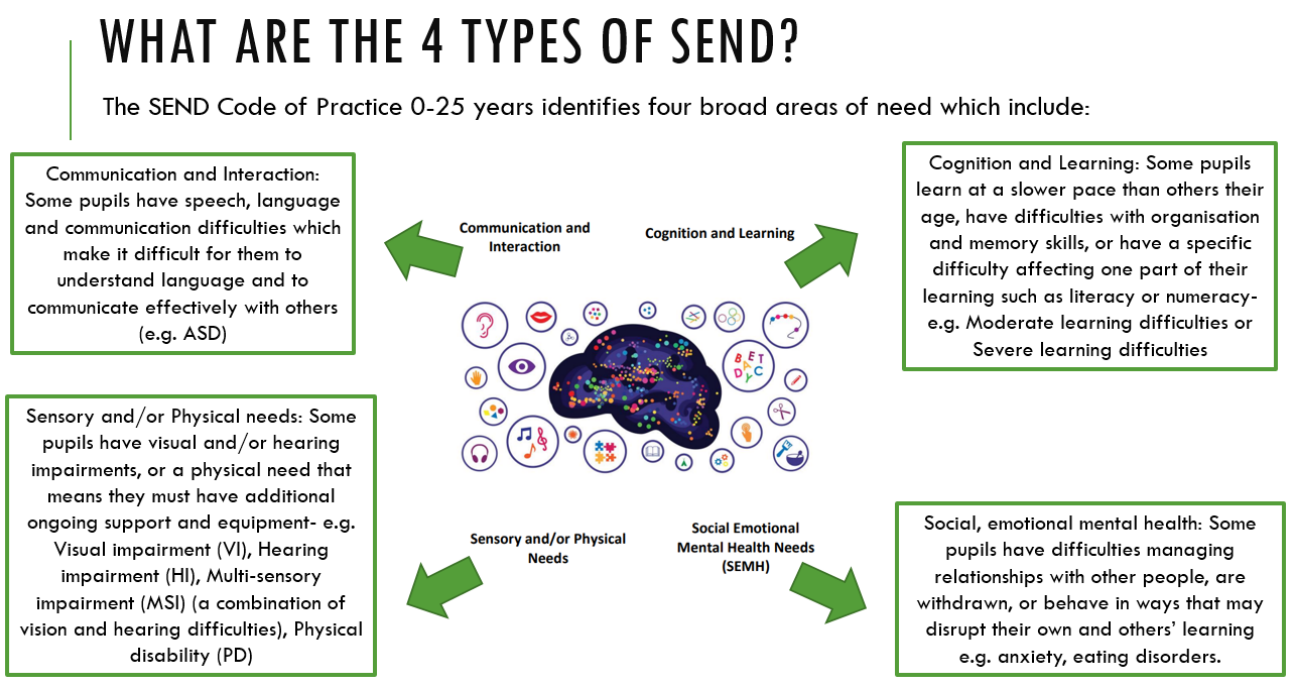
children within the school and provide scaffolded materials appropriate to children's interests and abilities. This ensures all children have full access to the school curriculum.
We work within the guidance provided in the SEND code of practice 2015, plus other key guidance including the equality act 2010 and the special educational needs and disability regulations 2014 to eliminate prejudice and discrimination against, children and young people with special educational needs.

We are a fully inclusive mainstream primary school, committed to supporting and challenging all pupils to achieve their full potential. Further information can be found in the school's SEN Policy.

What is a Special Educational Need?

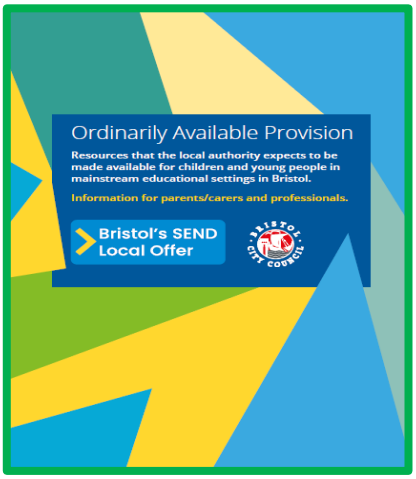
Our teachers look after children with lots of different needs, but some children need more support. A child is considered to have a Special Educational need if their attainment is significantly below that of their peers and/or they require educational provision that is 'additional to or different from' the other pupils in their class. Should a child receive any provision that is in addition to or different from the high quality teaching that is offered to their peers, they will be placed on the school's SEN register.

Special Educational needs can be described in four broad areas of need:



Our Approach to SEND: Ordinarily Available Provision and the Graduated Approach

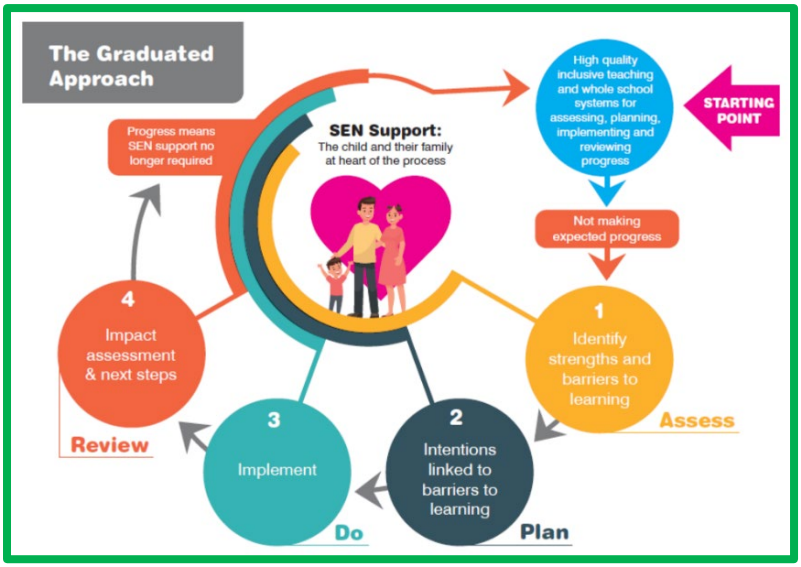
At Wansdyke Primary we use the principles of Ordinarily Available Provision (OAP) to support learners. OAP is the provision that the local area expects to be made available for children and young people (CYP) with special educational needs and/or disabilities (SEND) in all local mainstream schools and settings and forms part of the school's Graduated Response. We aim to embed these principles to support pupils who have additional need, but also recognise they are transferrable and conducive to effective classroom practice.



The principles of OAP are set out here:
https://www.bristol.gov.uk/files/documents/4038-bcc-ordinarily-available-provision/file

Identifying a child with a Special Educational Need:

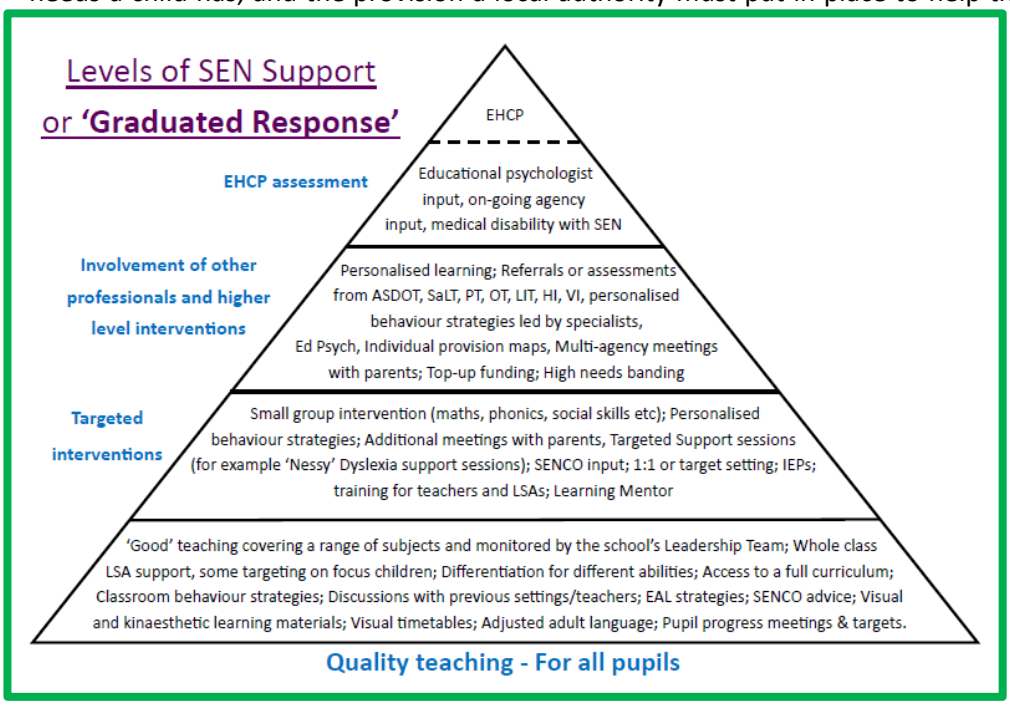
We believe that early identification of special educational needs is crucial and will ensure that each child gets the necessary support in school to help them make progress, meet their potential and help provide the appropriate support for the family if needed.



Your child's class teacher continually assesses how they are progressing with their learning in relation to age related expectations in all areas of the curriculum. This happens in many different ways e.g. observations, questioning, assessment tasks etc. If at any point a teacher feels your child may need additional support and provision that is different to that of their peers, you will be informed and the school SENCo (Mrs Hemmings) may also become involved.

At this point, your child is named on the school's SEN register and an Individual Education Plan (IEP) is devised detailing provision and measurable outcomes. This plan is reviewed at regular intervals (at least three times a year). This forms part of the graduated response; assess, plan, do, review process and is carried out in collaboration with you as parents/carers who know your child best. We also listen to your child's views and opinions and they remain at the centre of any decisions. These views and the views of any professionals involved will shape provision and outcomes.

If a child continues to make limited progress despite additional support and are significantly below age related expectations it may be appropriate after discussion with parents/carers, to make a referral to an Educational Psychologist or other outside agencies for advice. The specific and expert advice provided by outside agencies will then feed directly into the child's IEP (Individual Education Plan). In some circumstances it may be necessary to apply for an Educational, Health and Care Plan (EHCP). The plan outlines any special educational needs a child has, and the provision a local authority must put in place to help them. A request for a needs assessment to the local authority can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, SENCOs and parents. More information about the EHCP process can be found on the local offer link.



The Graduated Approach at Wansdyke:

Wansdyke CORE provision	Additional Provision for children with SEN
School Place secured	
Wansdyke Induction: • Induction meetings in summer term for Reception cohort • Handover of key information from Nurseries • 'Stay and Play' sessions with Class Teacher • Gradual timetable over the first week to introduce children to school at a slower pace.	A SEN transition meeting is planned between nursery, school and parents/carers. Current provision and practice shared. IEPs may be created. Additional transition arranged as necessary. Transition resources shared for summer.
Quality First Teaching: All children taught in the class setting with high quality teaching, learning and provision. Quality First Teaching for all pupils in the class. Additional monitoring and intervention in place for children not meeting age related expectations.	Annual reviews may be held once a year for children with a Bristol Support Plan or EHCP.
Reporting Progress: Child's progress shared formally 3 times a year-2 parents evenings and end of school report.	IEP monitored and assessed 3x a year with parents/carers. If needs are being met and progress made this cycle will continue or if there are concerns outside agencies may be consulted and input into current provision.
Transition to New Classes: Child experiences transition morning to new class to meet the teacher.	Additional transition sessions planned with new class teacher in line with need.
Transition to Secondary School: Year 6-visit from new school and transition days. All supporting information handed over to Year 7 Leaders.	SENCo contacts new school. SEN Phase Transfer Review meeting arranged in T1 or T2 and paperwork shared. Additional visits planned as required.

Who is responsible for monitoring the provision of SEN?

Mrs Hemmings is the school SENCo and it is her responsibility to co-ordinate the specific provision made to support individual pupils with SEND, including those with Educational Health Care Plans. The SENCO also provides professional guidance and advice and ensures all resources and training is kept up to date. You can contact Mrs Hemmings via the office on office@wansdykeschool.org.uk.

The SENCO is accountable to the Head Teacher Emily Harris, and along with the School SEN Governor who supports and challenges the SENCO, they work together to determine the strategic development of SEN policy and provision in our school.

Social, Emotional and Mental Health (SEMH)

The school employs a Learning Mentor (Mrs Tinsley). She oversees the running of ELSA, and is trained to deliver other programmes that provide SEMH support for pupils such as Thrive and Lego Therapy which are overseen by the SENCo. She has regular training to ensure that her knowledge is relevant and up-to-date. This ensures regular sessions for specific children to take place, as well as providing more immediate support for pupils that might be going through a difficult time, for example a bereavement or safeguarding issues at home.

The Learning Mentor liaises with our Education Mental Health Practitioner MHST Tara Yapp to make referrals for any young person who may need one. These are then triaged and are able to provide additional recommendations for pupils experiencing difficulties with mental health needs. If the MHST ascertains that a child needs a greater level of mental health support, they will be referred onto the Child and Adolescent Mental Health Service (CAMHS). For certain mental health difficulties, the school can refer directly to CAMHS, without needing the input of the MHST.

The 6 C's is a growth mindset initiative that is an integral part of our school and aims to blending positive attitude to learning whilst also aiming to support all children with positive mental health; celebrating their curiosity, creativity, collaboration, challenge, compassion and critical thinking. this is embedded into planning and lessons and interactions with pupils. Our behaviour approach is trauma informed. All teachers and LSAs have had training in this new policy, as well as training in Adverse Childhood Experiences (ACES).

Who can I talk to if I am concerned about my child's progress or/and think my child may have a Special Educational Need?

If you are concerned about your child's progress or additional needs, and these have not already been identified, then do not hesitate to speak with your child's class teacher who will listen to your concerns and give advice. The teacher and SENCO will then carry out some observations and arrange a meeting with the parents so that a 'whole' picture of the child, both on school and out of school, can be obtained. Next steps for supporting the child, including whether a personalised learning plan will be appropriate, are explored during this meeting. We then may start a referral process, if appropriate, where we take school observations and statements from you into account but share these with outside agencies. We may ask you to contact your GP at this time.

My child will be starting in September and I think they have SEND, what will happen next?

When children initially join the school in the Reception Class (Little Acorns) there is an induction meeting for parents where key information is shared. The school SENCo is always in attendance and is readily available to discuss any concerns you may have regarding your child and SEND. The Reception class teacher also communicates with nursery providers and discusses each individual child with their nursery key workers. If there is additional support in place or need identified, this is shared. For children with an IEP, a SEND transition meeting between school, nursery and parents/carers may be organised so an individualised transition plan can be created with those who know the child best. There are stay and play sessions during the summer term for all children joining Reception in the coming September. Additional transition visits can be arranged for those who would benefit in line with their additional need.

I have spoken to my GP/someone else and I think there might be an additional need with my child, what should I do?

Firstly, it is very important that our school is kept informed. If a GP is exploring something with you, or if you decide to seek a diagnosis for SEND from a private company, let us know so we can make sure we are working together to provide the best learning opportunities we can. Often, we can provide crucial additional information to these agencies.

What happens if my child receives a diagnosis from an in-school referral/GP/other agency?

Whatever is learned about a child is shared between school, GP and parents and carers. We will work with you as the parent/carers to agree what can be done to support and help your child and their individual needs. We work with the child and the family to develop any additional provision that meets the child's needs. TAs are often involved in meetings with parents and outside agencies. The School Nurse is sometimes involved and we have staff who are trained in administering medication and paediatric first aid if it is medically linked.

What if my child doesn't get a diagnosis but they are still behind?

A diagnosis will never affect the high quality provision that is provided to children at Wansdyke. It may add to and build upon provision already in place but children who have been identified as having SEN (diagnosed or not) will always receive the specific help they need to help them progress and achieve at Wansdyke.

What if my child needs significantly more help?

Further to our in-school IEP, which we monitor, some children will have significantly greater needs. We as a school may seek support from outside agencies, create a Bristol Support Plan and in some instances we can apply to the Local Authority for an Education Health Care Plan (EHCP), which is overseen by the Bristol SEN department. The SENCO will advise you on this and create the application. There will usually be 2 terms of monitoring before the application to demonstrate what has been tried and reviewed and provision in place would need to exceed that outlined in the Local Authority document 'Ordinarily Available Provision'. https://www.bristol.gov.uk/files/documents/4753-bd14883-a-guide-to-oap-for-parent-carers-v2/file

Will there be additional funding for my child?

Schools receive funding for all children including those with SEND and these needs are met from this. The Local Authority have developed the Early Intervention Fund *"designed to support children and young people with emerging needs being supported with Ordinarily Available Provision through SEN support. The funding is intended to provide additional support at an early stage to enable children and young people to access education alongside their peers." Y*ou will be told if an application is made for this funding for your child. If a child is in receipt of an EHCP, the costing of this provision will be calculated on a costed provision map and this is sent to the Local Authority if the cost exceeds what the school are already receiving for the child.

My child has an ECHP, SEN or disability, how can you help?

When children have an identified Special Educational Need or Disability (SEND) before they join our school community we work with the people who already know them (starting with you, the family but may include other educational professionals and outside agencies) and use the information to identify what their needs will be in our school setting and what support and provision would be best for the individual child. We encourage pre-visits and induction periods, where possible. If they have an EHCP we will carefully assess how we can meet the needs of your child in line with their EHCP and make reasonable adjustments to best accommodate your child.

My child has a physical disability, is your school accessible?

Our 1960s building is single storey; classrooms and all other parts of the school are accessible to wheelchair users via external doors into each classroom or (KS2 classrooms) via the main entrance. There is an accessible hygiene room/changing facilities. We have an access plan on our school website with more information.

If my child is going out for extra support, does this mean they have SEN?

Some children who receive additional support in school do not have a SEND. If we find that a child is not achieving what we expect for their age, we will assess them and put in some intervention work. This may include a speech and language programme, social or emotional support, Reading, Writing or Mathematics help and it may be on a 1:1 or small group basis, in or out of class. If a child continues to not make progress with this help, we will consult with parents and specialists to explore whether the child has a Special Educational Need or Disability.

Who will work with my child?

Ultimately, the class teacher has overall responsibility for your child's education so they will be their main teacher; any additional support will always be overseen by them. That said, your child might also work with one of our Teaching Assistants. In some cases, your child may be seen by outside agencies, who might do a class observation or a 1:1 session. The agencies the school currently work collaboratively to support SEN are detailed below. You will always be informed and permission sought if your child is going to be met and supported by an outside agency as communication and collaboration is needed

What specialist services and expertise are available and how do we all work together?

Occasionally, in order to support the identified needs of your child, the school will seek advice and support from other professionals. We work in collaboration with a range of services and professionals who can support your child. These include:

- **School Nurse Team**
- **Early Help:** Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. Wansdyke provide an Early Help core offer in school (i.e. through ELSA and Drawing and Talking interventions) and will also refer/ signpost to outside agencies to support with specific problems (i.e. Bristol Parent Carer Forum/ The Incredible Years).
- **First Response:** The Learning Mentor can refer to First Response in two ways:
    1. With parental consent the Learning Mentor can refer to First Response in order for the family to receive support from Families in Focus. This can be due to parents raising their need for support or if a child has disclosed information, which indicates that the family would benefit from support.
    2. If parents do not give consent, the Learning Mentor can refer to First Response if the Safeguarding Team think that a child is in danger.
- **Educational Psychologist**
- **Sirona Speech and Language Therapist**
- **Occupational Therapist**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Primary Mental Health Specialist Team**
- **Bristol Inclusion Support Team**
- **Consultant Paediatrician**
- **Behavioural Outreach Services (North Star/ Lansdown Park)**
- **Hearing Impairment Team**
- **Vision Support Team**
- **Bristol Autism Team**

In addition to these services, schools can access social services if there are additional concerns.

How will I know how my child is getting on?

All of our teachers aim to communicate with families immediately if problems are identified. When a child has a SEND, they will make sure that parents are kept involved in the progress that their child is making. This may be through informal phone calls and meetings at the end of a day/week. This can also be during parents' evenings or in more formal meetings with the SENCO and outside agencies. Pupils are assessed 3 times per

year and Pupil Progress meetings take place between the class teacher and the head teacher twice a year to discuss all pupils, with a particular focus on any SEND children. Any progress towards an IEP target will be shared and amended (in addition to the twice a year review). Furthermore, all children receive a written school report in July.

How can I communicate with the class teacher about 'small stuff'?

At Wansdyke we pride ourselves on being a small and caring community. All of our staff are very approachable. Every morning there is an adult on the gate who can pass on any messages for the class teacher and at the end of the day the class teacher will always dismiss the class if you need to catch them. Appointments can be booked to discuss longer or more private matters via the office. All children have reading records or planners where notes can be written and some children may have a home-school book.

Can you ever help me at the start or the end of the day?

Wansdyke prides itself on being an inclusive and equitable school. At the start of every day, the school runs its own Breakfast club from 7:45am. Throughout the year, the school has a variety of clubs and activities that take place after school or at lunchtime and all children have the opportunity to join in.

My child really struggles with change, how will you help them moving year groups?

All of our classes have a transition session at the end of Term 6. We find that this makes for a more positive start in the Autumn Term as the teacher has had chance to begin developing positive relationships with the children which is the foundation of everything we do. Adaptations will be made as necessary for children with SEND. We often find that we do some additional transition activities with SEND children to help secure this new relationship further and become familiar with the new class environment. Children with SEN will also be given a transition booklet that they will take home over the summer.

My child is in year 6, what will you do to help them transition to secondary school?

We strongly advise all parents of SEND children to start exploring the idea of secondary school from Year 4 onwards. They are all different sizes and cater to different needs, but each has a SENCO who can advise you and go through everything in a visit. As for your child, all Year 6 children are well prepared for transition to secondary school by the Year 6 teacher. Receiving schools have induction days but additional visits are put in place by the SENCOs from both schools when a child has SEND or has other needs that may make transition difficult. A SENCO from a secondary school may also visit our school and meet with the SENCO and the family to discuss the child and see the environment they are currently in.

What does Quality First Teaching look like at Wansdyke?

At Wansdyke Primary, we teach the Futura Curriculum and use the Principles of Effective Teaching to deliver high quality lessons. All teachers use a wide range of strategies in order to make sure that every child is appropriately supported through Quality First teaching:

- Adapted planning recognises a range of abilities in all lessons
- Additional resources, apparatus or ICT is used to support learning for all groups
- Class-specific TAs: we have very knowledgeable and experienced TAs who are used to supporting all children, including SEND children with their provision
- Plans and assessments are shared between members of staff to ensure all progress is reported and next steps and planned for (which is overseen by the class teacher)
- 'Pre-teaching' and 'Post-teaching' lessons take place where an adult works with a group and revises old content and prepares the child for the new learning objective, so they are able to focus and access learning to the best of their ability when it is covered in class, later in the week
- Individuals or groups may be supported in smaller workspaces for part of a lesson, either to reinforce a concept or move on to a new part of the learning (this is under the direction of the class teacher)

- Specific learning programmes may be taught to an individual or group, away from the lesson, that will address a specific need, often this programme is recommended as part of an action plan from an outside agency
- Targeted, alternative or extra homework might be issued, which will be designed to complement what happens in the classroom

Adaptations to the Curriculum:

Inclusivity in academic lessons, is central to our ethos. Teachers work hard to employ a range of strategies that allow inclusion. Below are listed many examples (but is not exhaustive):

1. Differentiated activities – this could be by task or by outcome
2. Scaffolded activities
3. Task checklists and/or success criteria
4. The use of timers and regular check-ins
5. Peer support, through working in partners or groups
6. Additional adult support from the class teacher or LSA
7. The use of visuals to support understanding
8. Multi-sensory teaching and learning strategies
9. Access to sensory-support strategies, such as ear defenders and weighted blankets
10. Access to a safe space or separate work station if the child needs some time out (i.e. The Nest Sensory Room)
11. Regular movement or sensory breaks
12. Teacher training for specific needs, for example, for children with Hearing Impairments, a Teacher of the Deaf from the Sensory Support Service spends time teaching them how best to work with the child and to ensure that the classroom is deaf friendly.

Exam Access Arrangements:

Some pupils with specific needs may need additional arrangements so they can take part in KS2 tests. At Wansdyke we follow the Department For Education Access Arrangements Guidance (2023) which can be found here:
https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements/2025-key-stage-2-access-arrangements-guidance

The types of support Wansdyke can apply for include:

- early opening of test packs, to adapt test papers
- additional time to complete the tests
- the use of scribes, word processors or other technical or electronic aids
- making transcripts
- written or oral translations
- readers
- the use of prompts and rest breaks
- the use of accessibility objects in the mathematics test
- highlighter pens
- arrangements for pupils who are ill or are injured at the time of the tests It is our responsibility as a school to consider whether any pupil will need access arrangements prior to the administration of the tests.

Pupils do not need to have an EHCP or reports to apply for access arrangements. At Wansdyke, it is our policy to follow teacher guidance and work closely with our SENCO to identify any children who struggle with processing to ensure they receive adequate support e.g. pupils with dyslexia.

Wansdyke Core Offer of Interventions:

For some pupils with additional need, we recognise that support may extend beyond OAP and a specific tailored package of intervention is needed. Below are the interventions offered by the school and the key staff members who can support with its implementation. Staff who are identified as being responsible for an intervention will have tailored packages of training to ensure that the intervention can be delivered in a way that promotes quality outcomes and experiences for the pupils that attend them.

Core Area of SEN: Speech, Language and Communication Needs			
Intervention	**Who to target**	**Description**	**Key Member of Staff**
Talk Boost	Early Talk Boost 3-4 KS1 Talk Boost 4-7	Talk Boost are targeted interventions for children who need help with talking and understanding words to boost their language skills to narrow the gap between them and their peers. Differentiated for children between the ages of 3-10 years, the programme aims to accelerate children's progress in language and communication by an average of six months, after a nine-week intervention.	Lauren Heavens Becky Quinn Rhianon Gregory-Hemmings
NELI	EYFS Pupils (4-5) (and early Year 1)	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.	Pauline Getter
Blanks Level Questioning	For those pupils who need support with verbal reasoning and abstract language capabilities.	Blank's Levels of Questioning is a questioning framework developed using four levels of questioning which move from simple, concrete questions to more difficult, abstract questions. Blank's questions encourage development of general language and vocabulary as well as skills in comprehension, reasoning, inferencing, predicting and problem solving. 1. Level 1: Matching Perception (Naming) 2. Level 2: Selective Analysis of Perception (Describing) 3. Level 3: Reordering Perception (Think About It) 4. Level 4: Reasoning about perception (Reasoning) In the classroom, Blank's levels of questioning can be used in many ways including: • As a tool to support comprehension • To ensure questions are appropriately challenging for students • To support comprehension of a topic during class-level, small group or one-on-one conversations • To support comprehension when reading a book • To create a shared context in whole-class or small-group activities • To supporting students in achieving success in a range of subject areas	All Staff
WellComm	WellComm helps identify children who may have speech and language development issues early on, making sure they get the support they need when it matters most.	• Track the progress of all students, regardless of ability. • Identify areas of concern in speech, language and social communication in order to ensure targeted in-setting intervention. • Provide a variety of resources in The Big Book of Ideas enabling teaching staff/practitioners to deliver appropriate and focused activities to: • target those students who have some language difficulties	Rhianon Gregory-Hemmings Beckie Quinn Jack Osborne

		• enhance the skills of those who are developing within the normal range.	
S&L Recommendations	Pupils who have: Been seen in a S&L Drop-in Clinic and recommendations have been made Finished a S&L episode of care and have ongoing recommendations	S&L recommendations will be based on reports given. Interventions include Barrier Games, Black Sheep Press, work on specific sounds. Please ensure these interventions are part of IEPs and take place for the recommended number of sessions per week, per term. All interventions will be in pupil Cohorts folders.	Class Teachers to direct provision based on individual S&L reports.
Lego Therapy	Pupils who find social communication difficult and need support with social interactions.	LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills	Michelle Tinsley
Social Detectives	Pupils with ASC who need support with identifying social cues. Pupils who find social communication difficult.	Children can find it difficult to read the social cues around them. Social Detectives groups bring children together to learn how to read the clues and cues between them and around them to make a 'good guess' as to what is going on. Through board and card games children can enjoy learning together whilst talking about the ways that they communicate and understand each other.	Rhianon Gregory-Hemmings (SENCO) Vicki SImpson
We Are Thinkers	Designed for helping social learners ages 4–7	We Are Thinkers is a program aimed to develop foundational social competencies and essential life skills through stories, lessons, and play activities. Teaching social concepts should follow a natural sequence, from simple to complex, to support student learning.	Becky Quinn
Bucket Time-Attention Autism	Although developed specifically with the needs of children on the Autistic spectrum in mind, Bucket Time can be a very useful tool for any children who struggle to engage with adult-led activities and to focus their attention.	Attention Autism is an intervention model which aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. During bucket time, the children are provided with motivating and visually exciting experiences that encourage them to focus their attention for extended periods of time and to take part in an adult-led group activity.	Lauren Heavens Becky Quinn Faye Richards Marcie Gardener
Makaton	Pupils who are at an early stage of communication and language development. Pupils who have English as an additional language, helping them to communicate straightaway, while also supporting their learning.	Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.	Becky Quinn Rhianon Gregory-Hemmings Faye Richards Marcie Gardener
Area of need-ASD	For those pupils who have a formal diagnosis of ASD who are on the autism pathway.	See school SENCO and School Autism Champion for useful approaches and advice (i.e. TEACCH approach) for those pupils who have ASD or are currently on the pathway.	Rhianon Gregory-Hemmings (SENCO) Becky Quinn (Autism Champion)

Core Area of SEN: Cognition & Learning			
Intervention	**Who to target**	**Description**	**Key Member of Staff**
RWI Fast Track Tutoring	For those pupils who need extra daily phonics practice in reading sounds and words.	In schools following the full Read Write Inc. Phonics programme, it is for children who are in the lowest progress group who need extra daily practice in reading sounds and	Rhianon Gregory-Hemmings (RWI Lead)

		words. It is also for children with special educational needs and disabilities (SEND). It breaks down the phonics and reading strands of Read Write Inc. Phonics into smaller steps to accelerate children's reading progress. It provides intensive, targeted support to address specific gaps in a child's reading.	
Fresh Start	Fresh Start is for students who: • are not yet reading age appropriately • have missed schooling or are late arrivals into school • are new to the UK education system • are learning English as an additional language.	**Fresh Start** is a systematic synthetic phonics programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently.	Rhianon Gregory-Hemmings (RWI Lead) Marie Tilling (English Lead)
Precision Teaching	Precision Teaching can be used for both words and times tables recall.	Precision teaching is carried out on a one-to-one basis between a teacher and a learner. Each intervention session lasts 10 minutes, and takes place daily. Precision teaching is designed to get learners to think quickly until they're able to recall the spelling of a certain word almost instinctively. This is why this form of structured teaching intervention is so fast-paced and repetitive - children will learn to read or spell words until they become fluent and confident. They only move on to a new skill once they've mastered the skill they are currently working on	Rhianon Gregory-Hemmings (SENCO)
Pre/ post Teaching	For pupils who need support in preparation for a new concept/ following a taught concept (where it hasn't been secured). **These form part of OAP and are essentials of Quality First Teaching**	**Pre-teaching** is a strategy that involves teaching learners about concepts or skills before they encounter them in the classroom. This technique aims to provide the language and skill building blocks to ensure every learner is prepared for new concepts before the next topic takes place. Research shows children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017) **Post-teaching** are 're-teaching' interventions. These are reactive, following the lesson where the child has already struggled. The aim is to identify and secure the concept, or any misconceptions that have taken place.	Daisy Barter (Maths Leader) Marie TIlling (English Leader)

Core Area of SEN: Social, Emotional and Mental Health			
Intervention	**Who to target**	**Description**	**Key Member of Staff**
Drawing and Talking	Pupils who have experienced ACES/ trauma or bereavement in the past.	**Drawing and Talking Therapy is an alternative to CBT and direct talking therapies. As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement other specialist therapies.** Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.	Michelle Tinsley
ELSA	Pupils who have experienced or need help with: • Loss and bereavement • Emotional Literacy • Self-esteem • Social Skills • Friendship issues • Relationships	An ELSA in a school is an **Emotional Literacy Support Assistant.** There is a recognised training course aimed specifically at Teaching Assistants or other specialist school roles. ELSA provides individualised support programmes to meet the emotional needs of children in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.	Michelle Tinsley

	• Managing strong feelings • Anxiety and worries • Bullying • Conflict • Emotional Regulation • Growth Mindset • Social and therapeutic stories • Problem solving		
Thrive	children and young people aged 0 to 25 years, particularly those experiencing emotional distress, behavioural challenges, or social and emotional developmental gaps.	The Thrive Approach is a trauma-sensitive, school-based intervention designed to support children and young people's social and emotional development it: • Treats difficult behaviour as a form of communication. • Looks beyond immediate disruptions or withdrawal to find unmet emotional needs. • Aims to build emotional resilience, self-regulation, and trusting relationships. Helps children feel safe, settled, and ready to learn	Vicki Simpson Michelle Tinsley
Garden of Hope	For those pupils who have experienced bereavement.	After school intervention to allow pupils to undertake therapeutic gardening and explore feelings associated with bereavement.	Pauline Getter
Pets As Therapy Sessions	For those pupils with SEMH need or need support with physical, emotional and psychosocial health, cognitive function and communication skills.	Our PAT Team (Buddy the Dog and Moira) aim to raise a pupil's reading standard, boost their self-confidence, improve concentration levels and behavioural problems. The visits can have a positive impact on a child's educational, social and emotional welfare. The Read2Dogs scheme can help young people to improve their literacy skills and encourage confidence and concentration in the classroom. Reading a story aloud to a PAT Dog, a great non-judgemental listener, helps young people to enjoy the reading experience. They look forward to spending time with their four-legged friend, which in turn creates a bond of trust, empathy and understanding of the needs of the pet.	Michelle Tinsley

Core Area of SEN: Physical			
Intervention	**Who to target**	**Description**	**Key Member of Staff**
Sensory Circuits	For those pupils who need support with sensory regulation	A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.	Lisa Houselander Lynne Francis Rhianon Gregory-Hemmings
Dough Disco	The intervention has no age limit and is used to exercise fine muscle in all ages. Dough Disco can also be used to develop finger dexterity for people with health conditions or impairments.	With daily Dough Disco a child's brain learns to control the fingers a lot quicker. It is designed to improve Literacy and fine motor skills. Dough disco involves moulding play dough in time to music and performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it. Children and adults need to have strong muscles in their hands to enable them to write effectively. This is exercise for the fingers to improve fine motor control and gross motor skills.	Rhianon Gregory-Hemmings (RWI Lead)
Smart Moves	children aged 6 to 12 who have coordination difficulties, developmental coordination disorder (DCD), dyspraxia, or	a structured motor skills development program used by occupational therapists, educators, and physiotherapists	Rhianon Gregory-Hemmings (SENDCo)

	special educational needs (SEND)		

Please also be aware of reports and recommendations from other outside agencies. These will form the basis of all interventions and IEPs and parents will receive copies of them.

The Local Offer

The Local Offer is the Local Authority's publication which provides clear and detailed information about how you can access available provision across education, health and social care for children and young people in their area who have SEN or are disabled. The SEND Local Offer can be via the following link https://www.bristol.gov.uk/bristol-local-offer

The Treetop Learning Hub:

Key Information

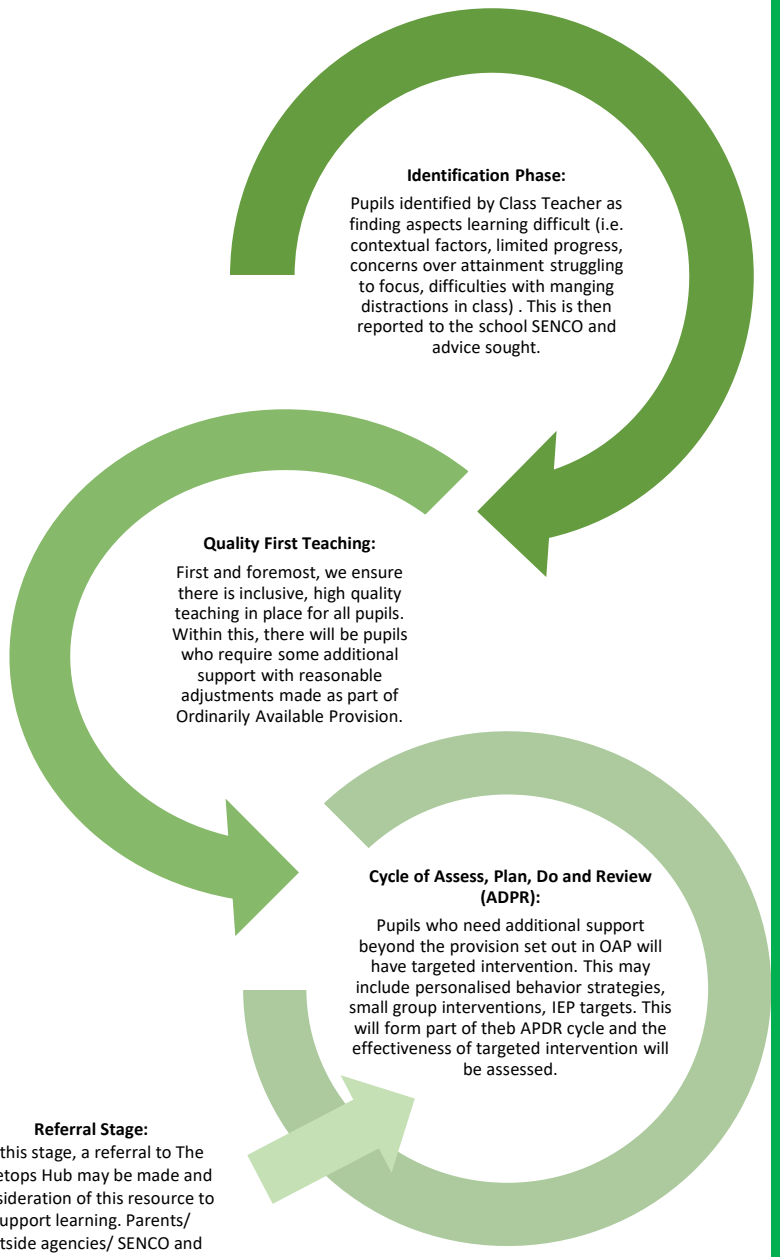
What is the Treetop Learning Hub?

The Treetop Learning Hub is a resource used by school to support learners who are finding it difficult to focus and complete independent learning in their classroom. Attendance is designed to provide an alternative learning space for them to learn, with the aim of integration back into their classroom.

Referring a pupil to The Treetop Hub:

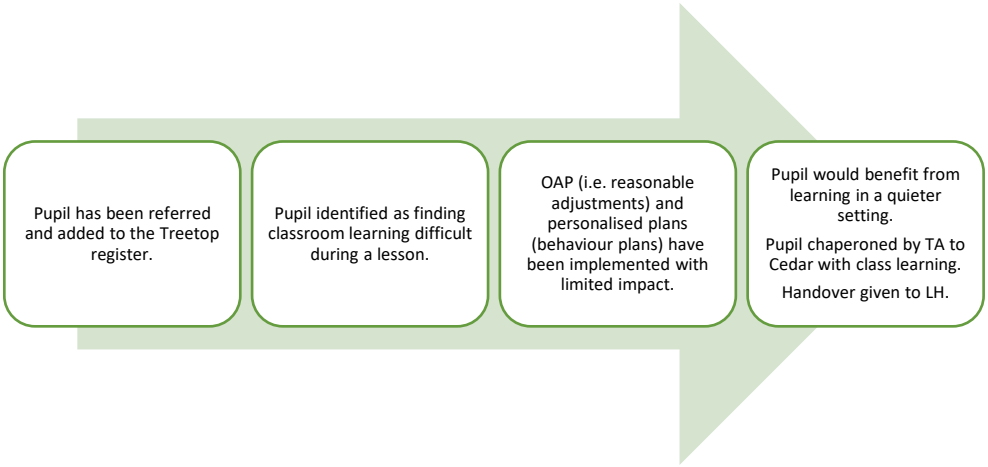
School have established a referral criteria and flowchart, which coincides with our 'Assess, Plan, Do, Review' cycle, to identify pupils who may benefit from attendance at The Treetop Hub.

If a referral is accepted, the pupil will be added to the attendance register. This then will allow The Treetop to be available to them (please see information below). The learning room has been set up to predominantly help support identified children who are finding the mainstream classroom overwhelming. This is achieved through providing a lower adult: child ratio, in a low arousal setting in which children can experience support from our trained staff, who actively work towards enabling their successful reintegration to learning alongside their peers.



When can pupils access The Treetop Hub during the school day?

Teachers will adhere to the following criteria for pupil attendance at the hub:



IMPORTANT NOTE:

The Treetop Hub is **NOT** to be used for pupils who are dysregulated. Please see the school **Behaviour Policy** for support with pupils who are dysregulated.

Role of The Treetop Supporting Adults:

- To develop and sustain positive relationships with all the children who attend The Treetop and recognise that it is through a positive and affirming relationship that a child can build their sense of worth.
- Work as a team, to be good role models, demonstrating appropriate and positive behaviour that is consistent and continuous.
- To narrate thought processes about learning (META Cognition) and to help guide and support the young children through their independent tasks.
- To support pupils to calmly return to learning as quickly as possible.
- To facilitate movement and sensory breaks as required.
- Support pupils working on a personalised curriculum if necessary and appropriate.
- To ensure children who are unable to access the classroom, still have a clear structure and routine in place.
- To celebrate successes during the learning session and feed these back to classroom teachers.

Role of Class Teacher:

- To ensure that The Treetop Support Staff have copies of all medical and SEN information for the pupils on the attendance register (i.e. behaviour plans/ risk assessments/ IEPs).
- To ensure that planning is up to date and on the system as agreed, to ensure The Treetop Staff can have an overview of learning for the week.
- To follow the systems for referral and attendance at The Treetop provision.
- When children are attending The Treetop, ensuring a staff member chaperones the pupil to the building and hands over to The Treetop staff member. No pupil should be left unescorted to the provision.

Review:

- Treetop Staff will review the week's session with SLT.
- Treetop Staff will provide a feedback form for pupils who have attended the provision.
- SLT will review all new referrals to the provision on a weekly basis.

Further Information:

Below are some details of other organisations that may provide further useful information.

Independent Provider of Special Education Advice (known as IPSEA) - https://www.ipsea.org.uk/

Mencap- https://www.mencap.org.uk/

SEN Code of Practice- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

National Autistic Society- http://www.autism.org.uk/about-autism/autism-and-asperger-syndromean-introduction/what-isautism.aspx

British Dyslexia Association- http://www.bdadyslexia.org.uk/

The dyscalculia Information Centre- http://www.dyscalculia.me.uk/

Dyspraxia Foundation- Dyspraxia Foundation- http://www.dyspraxiafoundation.org.uk/

Young Minds: Child and Adolescent Mental health- http://www.youngminds.org.uk/

Bristol Autism Support- https://www.bristolautismsupport.org/

FLORA (Families, Local Offer, Resources and Advice) - 0117 352 6020 flora@bristol.gov.uk

Bristol Parent Carer Forum- https://www.bristolparentcarers.org.uk/

Key SEN Documentation			
Key Document	**What are they?**	**Who are they for?**	**When do they need updating?**
One Page Profiles (OPP)	A one-page profile is a simple summary of what is important to a child or young person and how they want to be supported. It can help them get more person-centred care and support to achieve their goals. A one-page profile captures all the important information about a person on a single sheet of paper and summaries important strategies and provision.	All pupils on the SEN register must have a OPP. They need to capture pupil voice and must be created in collaboration with the pupil	• 3 x a year • The OPP should be updated alongside IEPs to ensure the summary matches the provision in place in the IEP and current need. • Please save them as separate documents: T1&T2/ T3&T4/ T5&T6
Individual Behaviour Plans (IBPs)	Individual Behaviour Plans consist of recommendations and strategies for children who consistently have difficulty in following whole school rules, or who display challenging or concerning behaviours. IBPs are made specifically for individual students. 2 types: • Crisis to Calm Grid (for those pupils who escalate quickly and behaviour is unpredictable) • Wansdyke IBP	Pupils with behavioural difficulties who need additional support to comply with school rules.	• They need to be purposeful and current. • As they are for highest needs pupils, they need reviewing **every term** to be current and up to date. • They must be communicated with and signed by the parents.
Risk Assessments (RA)	A pupil behaviour risk assessment should be considered where a student's conduct poses a demonstrable and ongoing risk to the health, safety and wellbeing of other members of the school community, and where implementation of the school behaviour policy so far appears to have had little or no remedial effect. It should be written alongside the Individual Behaviour Plan. Risk Assessments should also be in place with pupils with significant risk posed by health/ medical conditions.	Pupils with behavioural difficulties whose behaviour poses a risk to themselves and other members of the school community. Those pupils with significant health/ medical risks.	• They need to be purposeful and current. • As they are for highest needs pupils, they need reviewing **every term** to be current and up to date. They must be communicated with and signed by the parents. **If Positive Handling has been used or is assessed to be needed for a pupil, this must be on the risk assessment and shared with parents.**
Individual Education Plans (IEPs)	An Individual Education Plan or IEP, is an individualised plan or programme designed for children with SEN to describe the provision and adaptations that they need in order to access their learning, and to set personalised targets. An IEP sets out realistic strategies and objectives (SMART Targets) that the child will be able to meet, and monitors their progress with these.	All pupils on the SEN register	• As part of the school cycle of Assess, Plan, Do and Review 3 x per year (although the should ideally be working documents) • IEPs need reviewing before new documents are set up. • Parental voice is needed on IEP reviews and these must be shared with parents.

Education, Health and Care Plans (EHCPs)	An Education, Health and Care plan (EHC plan) is a legal document which describes a child or young person's aged up to 25 special educational needs, the support they need, and the outcomes they would like to achieve. Provision from this must be adhered to and reflected in all other documentation in place for the pupil.	Pupils have gone through and Education, Health and Care Needs Assessment	**EYFS:** Every 6 months **KS1-KS2:** Annually The school SENCO will organise the EHCP review meetings and parents/ outside agencies are invited to attend. An emergency review of EHCPs can be called if there is significant change in provision needed to meet need.

The above documentation must be informed by outside agency recommendations. Please ensure you check 'Cohorts' for reports from:

- Speech and Language
- The BAT Team
- Occupational Therapists
- Educational Psychologists
- Vision Support
- School Nurse
- Behavioural Specialists i.e. North Star/ Lansdown Park