

SEND Information Report

2026-27

A stylized landscape graphic. The top part is a light green curved band. Below it is a dark teal curved band. In the teal band, there is a white circle on the left and a white wavy line on the right. The bottom part of the image is a solid dark teal background.

Pride
Passion
Partnership
Professionalism
Positivity

The Bridge Fen Rivers is a therapeutic SEMH Specialist School, maintained by the local authority and governed by The Bridge Multi-Academy Trust. It caters for children with an Education Health and Care Plan (EHCP) with a primary need of Social, Emotional and Mental Health (SEMH).

1.1 Provision for Learners with Special Educational Needs and Disabilities (SEND)

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

- Communication and interaction, for example, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, dyspraxia

1.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND in that area of need.

When deciding whether further special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need additional special educational provision beyond that outlined in their EHCP. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

- Pupil voice is paramount and included in decisions made about them

Notes of these early discussions will be added to the pupil's record and given to their parents.

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the 4-part cycle of assess, plan, do, review.

The class or subject teacher will work with the Inclusion Lead to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and 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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will be available via the Provision Map tool which can be accessed by all members of staff responsible for supporting individual pupils. Half termly learning plans are created by class teams, overseen by the Inclusion Lead with SMART targets set towards EHCP outcomes. We will regularly review the effectiveness of the support needed to meet these and their impact on the pupil's progress. Teachers are responsible for providing the provision outlined in the EHCP and ensuring that barriers are understood and mitigated so the children in their class meet their full potential.

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. Where the pupil is moving onto Further Education; Post 16, Access Arrangement information will be shared for future examinations. We will agree with parents and pupils which further information will be shared as part of this. As part of transition reviews of the Education, Health and Care Plans, parent and pupil voice will be included regarding settings that they wish to be consulted regarding future placement.

1.6 Our 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 is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils and bespoke to individual needs as outlined in EHCPs. Teachers focus on understanding the barrier to progress and full engagement with learning and working with the pupil to remove this.

Staff at Fen Rivers are trained in Trauma and Mental Health Informed Practice, are emotionally available adults and focus on understanding the needs of each child and what their behaviour is intending to communicate.

Individual interventions are tailored to meet specific needs and can be undertaken by the class team or one of the therapeutic team of advocates.

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating the delivery of our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, reading pens, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Keep-Up Catch- Up strategy - so that children do not miss key learning due to dysregulation or absence.

1.8 Expertise and training of staff

Our Inclusion Lead is Bethany Leech. We have a team of teaching assistants, and a therapeutic team of advocates and Mental Health First Aiders who are trained to deliver SEND provision, as well as qualified teachers who are highly skilled SEND specialists. Staff have been in trained trauma and mental health informed practice, therapeutic teaching, restrictive physical intervention (Norfolk Steps), phonics (Sounds Write), working with students with dyslexia, ADHD, PDA and autism.

1.9 Securing equipment and facilities

Funding is allocated from the main school budget to secure equipment and facilities to support all pupils.

1.10 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each half term, or term
- Reviewing the impact of interventions regularly
- Gaining pupil and parent/carer voice on the impact of provision
- Monitoring by the Inclusion Lead
- Holding annual (and interim when relevant) reviews for pupils with statements of SEND or EHC plans

1.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We ensure there are no barriers to pupils with SEND enjoying a wide range of opportunities.

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on educational trip(s) linked to the curriculum

- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

1.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.
- Our PDBA/tolerance curriculum is specifically designed to support pupil's social and emotional development. The planning of this curriculum is informed by regular Motional snapshots completed by the class team.
- More tailored interventions/provision are provided where relevant for pupils. This could include small group or 1:1 interventions completed by the class team or an advocate

1.13 Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' needs and supporting their families.

1.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints compliments and feedback policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

1.15 Contact details of support services for parents of pupils with SEND

Norfolk SENDIASS Home Page

1.16 Contact details for raising concerns

01553 887330 Amanda.Fewkes@thebridgetrust.academy

1.17 The local authority local offer

Our local authority's local offer is published here: [SEND Local Offer - Norfolk County Council](#)

Next Review Date: July 2027