



Bridgeview Special School

SEN Information Report Policy



1	Summary	SEN Information Report			
2	Responsible person	Robert Abrahamsen & Maria Hope			
3	Accountable SLT member	Robert Abrahamsen & Maria Hope			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy				
6	Who has been consulted and recommended policy for approval				
7	Approved by and date				
8	Version number				
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)				
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			

Approved by: Maria Hope

Date: September 2025

Last reviewed on: September 2025

Contact Details - SENCO

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1.1 The kinds of SEN that are provided for

- Our school currently provides additional and/or different provision for a range of needs, including Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum condition (including non-speaking), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

This includes social emotional mental health, speech, language, communication and the broad range of Autistic Spectrum Condition.

1.2 Working with SEN Pupils and assessing their needs

On admission to Bridgeview School we will assess each pupil's current skills and levels of attainment and use information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and the SENCO will hold Annual review meetings with families and other relevant professional agencies, as well as gathering the thoughts of the pupil. This will also include monitoring in areas other than attainment, for example, social emotional and mental health needs.

1.3 Consulting and involving pupils and parents

We will work closely with pupils, parents/carers and professionals at Bridgeview School.

These conversations ensure that:

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

All pupils in our setting regularly complete and update a 'One Page Profile' or 'All About Me' document. This provides pupils with the opportunity to voice their own views and opinions about how they feel and what areas of their education they would like more support for (when age appropriate).



The following headings are used when completing “All About me”. -

What people like and admire about me

- What makes me happy
- How I want to be supported.

All pupils in our setting also regularly complete and update a ‘Person Centered Plan’ document. This is another resource put in place to allow pupils to voice their own thoughts and opinions.

Our setting has also supported pupils in forming their own ‘school council’. The Personal Development team ensure meetings are held every fortnight to support pupils develop their skills of debate and discussion and it also provides another outlet for pupil voice.

All pupils in Bridgeview School have an EHCP

1.4 Assessing and reviewing pupils' progress towards outcomes

Through the Annual Review and pupils Individual Learning Plans, we will assess and review our pupils progress towards the Outcomes identified in their EHCP.

Prior to the Annual Review the class teacher will work with the SENCO to carry out a clear analysis of the pupil’s current presenting needs. This will include:

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

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school that the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

We share our risk assessment which outlines strategies and de-escalation techniques which have been found to be effective for that individual pupil.

Transition to Secondary School is managed by the Transition coordinator. Pupils will visit their secondary school supported by members of the Bridgeview School staff team, for as many visits as the school are able to schedule.



1.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching supports all our pupils. The work will be differentiated for individual pupils.

Provision maps outline the individual support identified for each pupil. This information is taken from the experienced staff knowledge, the child's EHCP and reports from other professionals e.g. An Educational Psychologist report We provide the following interventions:

In class TA targeted support

Small group and 1:1 work – Around literacy and phonics/numeracy/social skills

Targeted support in their specific area of need

Specific identified interventions delivered by a trained member of staff

Pastoral support including ELSA, Lego Therapy, Sensory Circuits, Fine and Gross Motor skills and Physical and Well-being sessions delivered by our Personal Development Mentors

Deliver Speech and Language interventions

Ensure that pupils have access to interventions from external providers, if highlighted in the EHCP or recommended by other professionals Increased supervision for some pupils during unstructured time

A clear behaviour policy implemented consistently by all staff

1.7 Adaptations to the curriculum and learning environment

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

- Adapting and finely tailoring our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching and learning, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting the presentation of tasks to ensure that the pupils needs do not become a barrier to them accessing the learning

1.8 Additional support for learning

We have a dedicated team of Support Staff, a Personal Development Team and a Pastoral Team to support the complex needs of our pupils.

Teaching assistants will support pupils on a 1:1 basis and in small groups based on current need at the time and as directed by the class teacher.

When we have concerns that a pupil will need additional or external support to meet their special educational needs then a request can be made to the Local Authority



/service provider and/or other professional support services or voluntary organisation which may include:

Educational Psychologist
Speech and Language Service, New Options Speech and Language
Humber Sensory Processing Service
IPASS
National Autistic Society
Social Care
Dyslexia Sparks
CAMHS
Advotalk
The Best You Therapy
Youth Justice Team
KIDS
School Nursing Team
Bereavement Support Team
Northcott Outreach
Tweendykes/Ganton Outreach
Barnardos

This list is not exhaustive. Advice may be sought from one or several service providers.

Throughout this process the local authority has a duty to request the opinions of parents/carers, the school and allied professionals.

1.9 Expertise and training of staff

Our SENCOs have a raft of experience working with children with SEN. They are also Head of School.

We have a team of experienced teaching assistants who are trained to deliver SEN provision.

In the last two academic years, staff have been trained in the following (whether that be whole school training or specific members of staff):

Safeguarding Children Awareness
Trauma Informed Schools UK
Visual supports and Structures
Team Teach
Promoting Positive Behaviour
Autistic Spectrum Disorder online course
Attention Deficit Hyperactivity Disorder online course
Sensory Circuits
Sensory Processing Disorder

We have two members of staff trained as Attachment leads We use specialist staff for ELSA interventions.

Specific training for Treetops

Attention Autism

Engagement Model



Intensive Interaction

Stages of Play

Phonics training from Speech and Language Therapist

My Outdoor School

1.10 Securing equipment and facilities

- The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. All pupil's have an Education, Health and Care Plan. Their EHCP clearly lays out the type of support needed as a recommendation. They will also receive additional support linked to their needs. This support may take various forms such as:
 - In class support from teaching assistants
 - Small group support
 - Specialist 1:1 support
 - Support from external agencies
 - Provision of specialist resources
 - Children are given additional and adapted support and interventions are put in place to support their learning and the impact of that provision is measured.

1.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their targets each term – using the pupil's Individual Learning Plans as a starting point
- Regularly reviewing the impact of identified interventions
- Annual and Interim EHCP reviews
- Monitoring by the SENCO

1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all of our pupils, following a review of each pupil's risk assessment and having received parental consent.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

We are an inclusive setting and no pupil will ever be excluded from taking part in these activities because of their SEN or disability.

- Our school's accessibility plan is on our website



1.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our friendship groups to promote teamwork/building friendships etc.
- We promote Pupil Voice across the setting
- Personal Development work 1:1 and group work with identified pupils.
- Emotional Wellbeing staff

We have a zero-tolerance approach to bullying.

1.14 Working with other agencies

As a setting we work closely with external agencies including Health, Social Care, The Local Authority and with the Voluntary Sector including KIDS to meet our pupils SEN needs and to support our families.

Any Annual or Termly review meetings include invitations to appropriate professions inviting them to attend and contribute.

We work closely with the Neurodiversity Service and meet regularly with them. We work closely with the Educational Psychologist service and have built up a positive, professional working relationship with the service. The Virtual School are in regular contact in relation to our CLA pupils.

We also work across boundary with East Riding, NE Lincolnshire, Lincolnshire, York and Doncaster Local Authorities.

1.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be investigated using the school's complaints 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

1.16 Contact details of support services for parents of pupils with SEN

- All support services available across the City of Hull are contained in the Local Offer.

1.17 Contact details for raising concerns

Maria Hope or Robert Abrahamsen

Principal

Bridgeview School

Pickering Road

Hull

HU4 7AD

01482 303300

1.18 The local authority local offer

[Home – Hull SEND Local Offer](#)