

Bridlington School

Special Educational Needs and Disabilities (SEND) Information Report



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Contents

1. Introduction	3
2. Identifying SEND	3
3. Assessing and Reviewing Needs	3
4. Provision and Support	4
5. Roles and Responsibilities	4
6. Working with Parents and Carers	5
7. Transition Support	5
8. Complaints and Concerns	5
9. Additional Information	5

1. Introduction

At Bridlington School, we are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have full access to a high-quality education. We aim to provide inclusive teaching and support to meet individual needs, helping every student achieve their full potential.

This SEND Information Report is designed in line with the statutory requirements of the Children and Families Act 2014 and the SEND Code of Practice (2015).

2. Identifying SEND

We identify students with SEND through a combination of:

- Teacher observations and assessments
- Student performance data (academic and behavioural)
- Screening tools and assessments
- Information provided by parents, carers, or external agencies

Students' needs are classified under four broad areas:

1. **Communication and Interaction** – e.g., speech, language, and social communication difficulties
2. **Cognition and Learning** – e.g., dyslexia, dyscalculia, or learning difficulties
3. **Social, Emotional, and Mental Health** – e.g., anxiety, ADHD, or mental health concerns
4. **Sensory and/or Physical Needs** – e.g., visual or hearing impairments, physical disabilities

3. Assessing and Reviewing Needs

- Students with SEND have a **one page profile** that outlines their needs and the support required.
- Progress is reviewed **termly** with teachers, SEND staff, parents/carers, and the student where appropriate.
- External specialists may be consulted if additional support or assessment is needed.
- We use a range of assessment tools to support the assessment of needs, for example a dyslexia screening tool, exam access arrangement screening and regular assessments across the curriculum. When appropriate, the Educational Psychologist services can provide further diagnostic assessments.

4. Provision and Support

Bridlington School provides a wide range of support for students with SEND:

- **In-class support:** Adaptive teaching, learning scaffolds, and teaching assistants
- **Small group or 1:1 interventions:** Literacy, numeracy, social skills, fine motor skills and emotional support programs
- **Pastoral support:** Mentoring, counselling, and behaviour management strategies
- **Access arrangements:** Exam modifications and assistive technology

We work closely with external agencies including speech and language therapists, educational psychologists, mental health professionals and healthcare professionals.

Reasonable and practicable adjustments may be made to ensure that all students are able to access the curriculum and engage in activities of the school. Equipment used to support students with SEND is considered case by case, with recommendations from professionals.

Staff will receive regular professional development and training in areas of need and students' specific needs, delivered by the SEND team and/or relevant professional agencies.

5. Roles and Responsibilities

- **SENDCo:** Ms Emily Blake. The SENDCO leads and oversees the school's Special Educational Needs provision, ensuring pupils receive appropriate support, coordinating with staff, parents and external agencies, and ensuring compliance with SEND legislation and best practice.
- **SEN Manager:** Mrs Jill Baxter supports the SENDCo with coordination of SEN provision by liaising with parents and external agencies, coordinating interventions, and helping to ensure appropriate support is in place for pupils with additional needs.
- **Teachers:** Deliver inclusive teaching and adapt lessons to meet individual needs
- **Pastoral Managers:** support pupils with SEND by promoting wellbeing, improving engagement and attendance, and helping to implement agreed support strategies in school.
- **Support Staff:** Assist with targeted interventions and classroom support
- **Governors:** Ensure that the school meets its statutory SEND duties
- **SEN Manager:** deputises for the SENDCo
- **Assistant Headteacher:** SENDCo with strategic responsibility for inclusion.

6. Working with Parents and Carers

We value strong partnerships with parents, carers and students:

- Regular meetings to discuss progress and support
- Clear communication via letters, emails, or phone calls
- Opportunities to contribute to SEND plans and reviews
- Coproduction of EHCPs and one page profiles
- Opportunities for student voice to be captured as part of coproduction

7. Transition Support

- **Primary to secondary:** Liaison with feeder schools, transition visits, and induction programs
- **Secondary to post-16:** Preparation for adulthood include independent career advice and guidance, college visits, and support with applications to post 16 providers
- **In-school transitions:** Support for moving between schools, year groups and classes is planned and bespoke to needs

8. Complaints and Concerns

If parents, carers, or students have concerns about SEND provision, they are encouraged to:

1. Speak to the class teacher
2. Contact the SENDCo
3. Follow the school's complaints procedure

9. Additional Information

- The school SEND policy is available on our website.
Local Authority guidance and support services can be accessed via the Local Offer: <https://www.eastriding.gov.uk/local-offer/>
- Support and services for students with SEND in the East Riding can be found: <https://www.eastriding.gov.uk/local-offer/find-a-send-service/>

SENDCo Contact: Mrs Emily Blake

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