

BRINDLE  
GREGSON  
LANE



**SEND Parent Handbook**

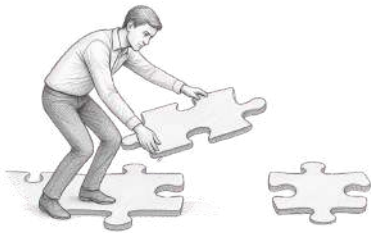
### Our vision:

We want children and staff to love learning. Learning in our school is ambitious, inclusive, dynamic and deeply human. We believe every child can succeed when expert teaching is combined with strong relationships, thoughtful design and responsive practice.

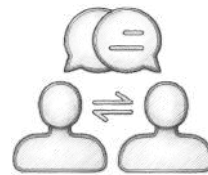
Our classrooms are places of purposeful energy — not silent, not chaotic but alive with thinking.

## Our Learning Culture

Learning is  
challenging, joyful  
and inclusive



Lessons are  
thoughtfully  
crafted



Teaching is  
dynamic and  
responsive

Children are  
active and  
engaged



**We want children and staff to love learning – because that is our vision.**

## Supporting Pupils with SEND at BGL

At BGL, we believe that every child can succeed. Our inclusive approach to teaching and learning ensures that all pupils, including those with special educational needs and disabilities (SEND), are supported to thrive both academically and personally.

This summary explains how we support your child to succeed in lessons, how we work in partnership with families, and what you can expect from us

## Our Promise

We're proud of our inclusive culture and committed to ensuring that every child at BGL, regardless of need, experiences success, feels valued, and is prepared to lead a happy and ambitious life.

At BGL, we go beyond inclusion. We do not simply aim for children to be included in the environment; we aim for every child to feel a genuine sense of belonging. SEND support is designed to be seamless, enabling all children to learn and work in the way that best suits them, without barriers or stigma. We operate on an "essential for some, beneficial for all" approach, where high-quality adaptive teaching benefits every learner.

Relationships are at the heart of everything we do. We prioritise getting to know our children well, understanding their individual strengths, needs, and aspirations, so that we can support them effectively and personally. This strong foundation of trust and connection allows children to feel safe, confident, and ready to learn.

In short, our mission is: "For all children to realise their potential."

## Our Approach to Supporting Pupils with SEND

We believe in:

### **Ambition for all:**

Every pupil deserves a challenging, engaging education that helps them know more and remember more.

### **Inclusion through quality teaching:**

Great teaching benefits everyone. Teachers use proven strategies to help pupils with a wide range of needs learn together in the same classroom.

### **Knowing every child well:**

We take time to understand each child's strengths, needs, and interests.

### **Working together:**

Pupils, parents, teachers and our SEND team all play a part in helping every learner succeed.

Our approach is based on the latest national guidance and research (The Teacher Handbook<sup>1</sup>, Special Education in Mainstream Schools, EEF<sup>2</sup> and the Maximising the Impact of Teaching Assistants Research<sup>3</sup>).

## References

1. <https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send>
2. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>
3. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

## How we Support your Child

### 1. The Five to Thrive

These are five key teaching approaches that help every pupil learn well, especially those with SEND.

| Evidence Based Practice     | What this means for your child                                                                           |
|-----------------------------|----------------------------------------------------------------------------------------------------------|
| Know the Child              | Teachers use information from you and your child's Pupil Passport to plan lessons that meet their needs. |
| Clear & Consistent Language | Teachers give simple, clear instructions, check understanding, and repeat key vocabulary.                |
| Plan Creatively             | Lessons are flexible, engaging and adapted so everyone can take part.                                    |
| Scaffold Learning           | Teachers break learning into smaller steps, use models and examples, and revisit key knowledge.          |
| Know More, Remember More    | Teachers use regular retrieval and review activities to help knowledge stick.                            |

## How we Support your Child

### 2. The Pupil Passport

Depending on needs, pupils on the SEND register have a Pupil Passport. This is a short document that sets out:

- barriers to learning,
- what helps the child to learn best,
- strategies that work in class,
- personal reasonable adjustments,

Pupil Passports are reviewed regularly in collaboration with the child, teachers and parents to ensure the support remains appropriate and effective.

If your child does not require additional strategies beyond universal classroom provision, their Pupil Passport will be reviewed annually. For pupils who need more targeted support, reviews take place at least twice a year, and in some cases termly, depending on level of need and changing circumstances. At any point, parents, the child, or teaching staff can request a review. All reviews are completed in collaboration with the SENDCo to ensure support remains appropriate and responsive to need.

## How we Support your Child

### 3. Pedagogy: Consistency that Supports Every Learner

At BGL, every classroom follow uses agreed strategies. These are consistent, evidence-based teaching habits that help pupils focus, feel calm and know what to expect.

For pupils with SEND, these routines are especially helpful: they reduce uncertainty, remove anxiety and allow every child to access learning confidently.

| Strategy                                | How it supports pupils with SEND                                                                                                   |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Modelling (I Do, We Do, You Do) | Demonstrating the process before independent practice provides clarity, confidence and a scaffold for success.                     |
| Live Demonstration                      | Writing, reasoning and problem-solving are modelled in real time so pupils can see exactly how successful learners approach tasks. |
| WAGOLLS and Worked Examples             | Concrete examples reduce ambiguity and provide a clear reference point for independent work.                                       |
| First-Hand Learning                     | Practical experiences make learning meaningful, memorable and accessible for a wide range of learners.                             |
| Think, Pair, Share                      | Structured talk gives pupils time to process ideas, rehearse responses and learn from others.                                      |
| Learning Resources and Technology       | Access to appropriate tools, resources and technology removes barriers and promotes independence.                                  |
| Visual Timetables                       | Clear visual information reduces anxiety and helps pupils understand routines, expectations and transitions.                       |

## How we Support your Child

| Strategy                                           | How it supports pupils with SEND                                                                         |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Calm Learning Environments                         | Low-stimulation spaces support concentration, emotional regulation and wellbeing.                        |
| Flexible Seating                                   | Pupils can access seating arrangements that best support their attention, comfort and learning needs.    |
| Adult Support and Relationships                    | Positive relationships increase confidence, engagement and a sense of belonging.                         |
| Explicit Routines and consistent attention signals | Predictable classroom routines reduce cognitive load and support independence.                           |
| Task Not Ask Questioning                           | Everyone is expected to think and respond, increasing participation and reducing reliance on volunteers. |
| Live Feedback                                      | Immediate feedback helps pupils correct errors, strengthen understanding and maintain progress.          |

Together, these routines form a predictable rhythm to the day, helping all pupils, especially those with SEND, to learn confidently in a calm, orderly environment.



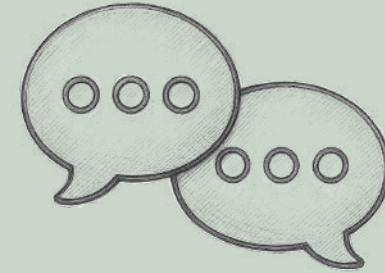
## How we Support your Child

### 4. Communication with parents

You know your child best. We value your insight and aim to work closely with you.

We will:

- keep you informed about progress and support,
- involve you in review meetings, and
- listen to your ideas about what works well at home and in school.



### What we ask of parents and carers:

To help us work effectively together, we ask that you:

- make us aware as early as possible of any concerns about your child's learning, behaviour, or development,
- share relevant medical information, diagnoses, or reports (for example ADHD, autism, speech and language needs, or other assessments),
- inform us of any changes in your child's circumstances, health, or wellbeing that may affect their learning,
- attend and actively participate in review meetings and planning discussions where possible,
- share strategies that work well at home so we can build on these in school, and
- keep in regular contact with us so we can review and adjust support as needed.

This helps ensure that support is timely, consistent, and tailored to your child's individual needs.

### Useful Contacts

You can contact our SEND team anytime via 01254 852381

- Headteacher/SENDCo : Kulsum Esa [k.esa@bgl.org.uk](mailto:k.esa@bgl.org.uk)
- Assistant SENDCo: Lisa Mitchell [l.mitchell@bgl.org.uk](mailto:l.mitchell@bgl.org.uk)



## Calm, Cosy and Hygge-Inspired Spaces

Our classrooms are intentionally designed to reflect the hygge principles described by Mike Wiking - environments that feel warm, calm and deeply welcoming.

- Coziness - soft lighting, natural textures and neutral tones create warm and inviting spaces
- Togetherness - shared areas encourage connection, conversation and collaboration
- Simplicity - clutter is minimised so children can focus and think clearly
- Wellbeing - cosy corners and gentle rhythms support emotional balance
- Comfort - cushions, throws and soft furnishings create nurturing spaces where children feel at ease.



These spaces help children feel calm, settled and ready to learn. They provide an environment where individuality is respected, while also encouraging a sense of shared community and belonging.

Small splashes of colour, such as a bright cushion or throw, bring warmth and gentle, calming energy to the space while maintaining a balanced and peaceful atmosphere.



## Support for SEND

At Brindle Gregson Lane Primary School, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), have equitable access to high-quality learning experiences. Our 1:1 iPad provision and core apps are used to remove barriers to learning and provide personalised pathways to success.

### Accessibility features:

iPads include built-in tools such as text-to-speech, speech-to-text, guided access, magnification, voice control and colour filters. Teachers will enable and model these features as needed.

### Multimodal learning:

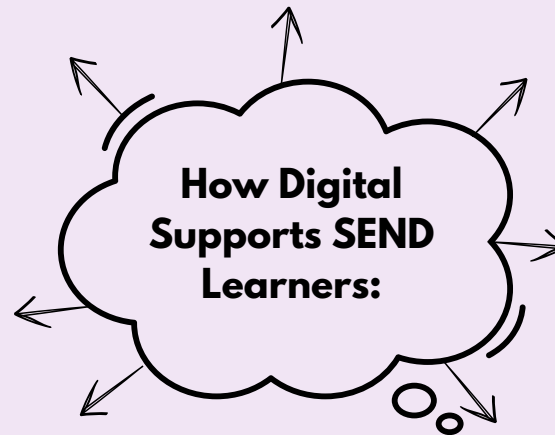
Pupils can access learning in different formats (audio, video, visuals, interactive tasks), reducing reliance on a single mode of instruction.

### Personalised pace:

Apps such as Emile and LBQ allow overlearning, repetition and tailored challenge so pupils can consolidate skills at their own pace.

### Reduced cognitive load:

Tools like Keynote and Explain Everything support chunking, scaffolding and step-by-step modelling to make learning manageable.



### Alternative ways to demonstrate learning:

Pupils may record a video, make a podcast, create a visual presentation or submit voice notes instead of extended writing.

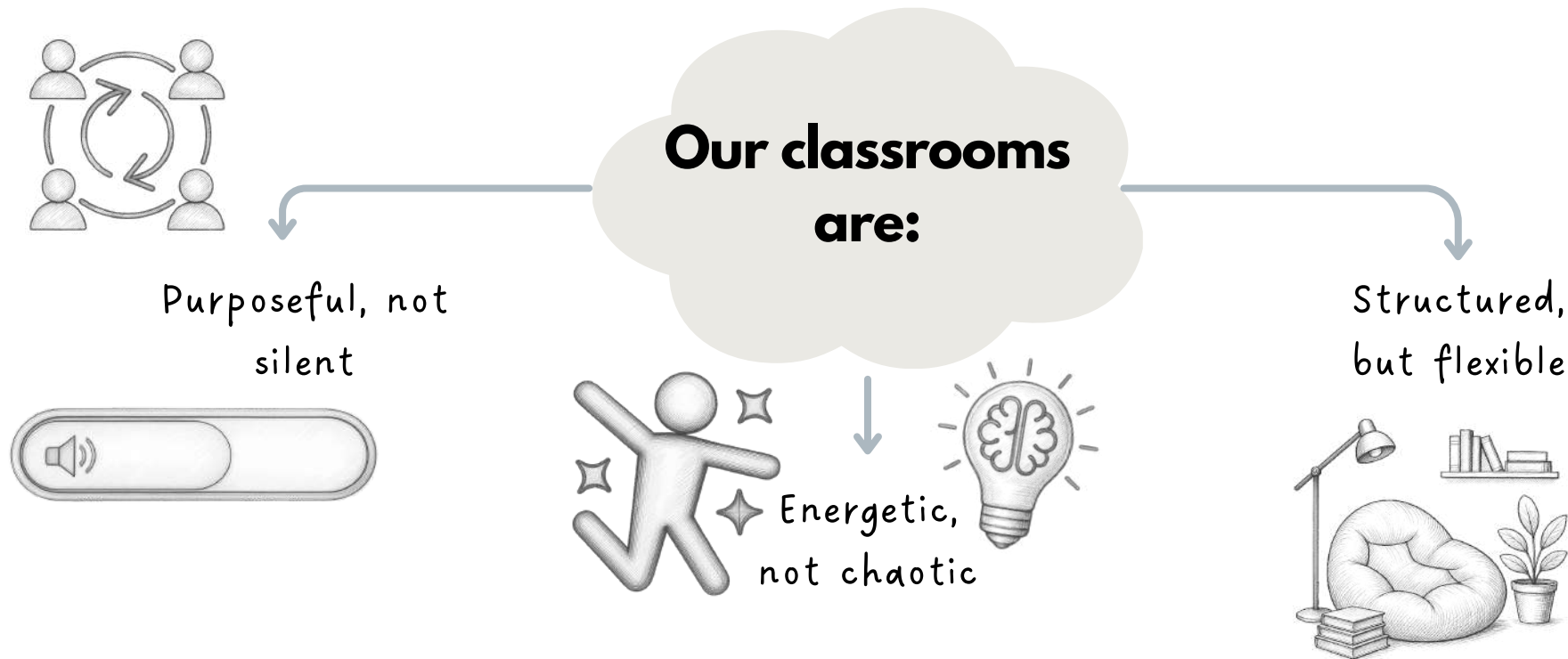
### Organisation and independence:

Showbie helps pupils keep work organised in one place, reducing anxiety around managing resources.

### Feedback for accessibility:

Voice notes and visual annotations provide accessible, timely feedback that pupils can replay or revisit when needed.

# Dynamic teaching, responsive classrooms



Teachers respond to the needs that arise within each lesson.  
Children feel safe and valued enabling children to be curious, confident and to thrive with their learning.  
Relationships drive learning. Expertise guides instruction. Practice builds mastery.