# The Bridge School

# SEND Policy

## March 2025

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## 1.The Aims and Objectives Of This Policy Are:

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities
- To develop self-esteem, promoting a positive self-image and a 'can do' culture
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

## 2. Responsibility For Co-ordination of SEND Provision

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator. The SENCO role is outlined as follows:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for pupils with SEND
- Liaising with and advising colleagues
- Managing and coordinating the work of Teaching Assistants
- Liaising with parents/carers of pupils with SEND, sometimes via key workers
- Contributing to whole school CPD/ training particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies and LA
- Supporting key workers in devising and updating learner passports
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification

- Supporting the Headteacher and SLT to evaluate the effectiveness of the school's SEND policy, and outcomes for pupils with SEND
- Ensuring that all additional interventions are monitored for their impact
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching

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We acknowledge that the SENCO shares this responsibility with the rest of the staff within the school. At The Bridge School, we believe all learners have the right to a broad, balanced and relevant curriculum that enables all students to learn and make progress. The Bridge High School promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND
- Being familiar with key legislation and policy
- Fostering communication between parents/carers of children with SEND and the school
- Meeting with the SENCO/learner support staff and visiting classrooms
- Ensuring they have an understanding of the role of the SENCO and how pupils are supported
- Developing an awareness of the types of SEN present within the school cohort
- Understanding how funding received for SEND is allocated by the school
- Attending training in relation to SEND
- Assisting in monitoring the progress of vulnerable pupils
- Reviewing and monitor the effectiveness of the SEND Policy

## 3. Arrangements for Co-ordinating SEND Provision

The main methods of provision made by the school and coordinated by the SENCO are:

- Education in either in Key stage three, or KS4 core subject and option classes which include the school vocational centre, with additional help and support from teacher/subject teachers through a differentiated curriculum with access to a teaching assistant and keyworker
- Tailored intervention that is regularly evaluated for impact
- Weekly PSHE and social skills sessions
- In-class support with resources or specialised equipment
- Use of coloured overlays and buff paper as required
- Support from specialists within class or as part of an agreed and monitored intervention programme

- Personalised learning plans and learner passports
- Lost learning time/catch up available to all learners after school each day
- Regular formal and informal Team Around the Child (TAC) meetings

## 4. Specialist SEND provision

The Bridge School is a pupil referral unit for young people with SEMH difficulties. All learners are coded at school support (K) on the SEND Register. Provision for pupils at The Bridge School with additional special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Headteacher and management committee. All teaching staff are teachers of pupils with special educational needs. At The Bridge School, we adopt a graduated response with quality first teaching to meet special educational needs and/or disabilities.

## 5. Statutory Assessment

Where a request for a statutory assessment is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA requires information about the pupil's progress over time and how their additional needs have impacted on learning. It is important that the school has followed a graduated response, and involved other professionals, before requesting the LA to consider an Education, Health Care Plan (EHCP).

## 6. Identification and Review of Pupil Needs

All learners at The Bridge School have displayed SEMH difficulties before referral. However, early identification of pupils with additional SEN is a crucial factor is overcoming barriers to learning. At induction, learners are assessed through a series of baseline academic tests.

These assessments give a current reading age, comprehension level and maths level at Key stage three, Key stage four are assessed using BKSB which gives us functional skill levels for English and Maths this is further support by a science assessment and screening for Dyslexia and Dyscalculia. At The Bridge School we use this information to set appropriate levels of work, deliver intervention and conduct further specialist assessment if deemed necessary. We differentiate our approach based on our own observations, recommendations from the EP and other professionals.

At The Bridge School we use a number of additional indicators combined with close analysis of data to identify pupils' special educational needs:-

- Liaison with schools on transfer and at transition

- Teacher or support staff concerns
- Parental concerns
- Team Around the Child (TAC) meetings
- Information from other professionals
- Induction baseline testing in English, maths and emotional needs
- STAR reading and Vernon spelling tests.
- SDQ, Boxall Profile and Readiness Scale
- Tracking individual learner progress over time

These assist the SENCO, teachers and support staff to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs
- support the pupil within the classroom environment, during transitions and in unstructured times
- continually assess pupils to identify strengths and areas for development
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps
- inform on-going observation and assessment of each pupil
- involve parents/carers in supporting pupils at school and at home.

## 7. The Team Around the Child – TAC

The process of supporting students with Special Educational Needs should be culturally embedded in the way that we, as staff, work at The Bridge School. Observations of behaviours and their contextual triggers are most frequently made by those staff who work directly with the students. The knowledge of what 'works' and what 'hinders' is often gained by these staff. Through reflective discussion with staff with *developed* experience, qualification and responsibility we are able to refine and target strategies to specific behaviours.

The Bridge School operates a system described as 'Team Around the Child' (TAC). This team centrally* consists of a Form Teacher, a Teaching Assistant, and a Key Worker. The team has reflective and directional support from the team of school leaders. Through observing routine quantifiable and anecdotal information the TAC is able to formulate strategies that will support the child to engage with more consistency, and therefore lower the incidence or disruptive choices and behaviours.

In working as a team, with all layers of staff responsibility, we consider a range of strategic perspectives, encourage agreed approaches, and embed consistent working practices.

Strategies that the TAC implement, and the evaluations of their effectiveness, may contribute to a developing understanding and résumé of their specific needs. This information will be available to either aid transition to the young person's next long-term placement, or to contribute to formal statutory assessment.

**Other professionals, such as Instructors and Assistant Instructors, may be designated a TAC team based on their cohort of learners.*

## 8. Working in Partnership with Parents/Carers

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

## 9. Complaints Procedure for Parents/Carers

Any complaints should first be raised with the SENCO, then if necessary, with the Headteacher and finally, if unresolved, with the management committee.

## 10. CPD and Training Staff

All teaching and support staff attend INSET and in-house training weekly. These sessions are delivered by outside providers, internal staff and other professionals, such as the educational psychologist. All staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEMH and SEND.

A needs analysis to determine INSET requirements of staff in the area of SEND is conducted annually. Training and support for this academic year is planned as follows:

- SEND Policy
- SEND Register – codes, descriptors, interventions
- Team Teach
- Using Boxall Profiles
- Behaviour management and decision making
- Attachment disorder
- Mental health, including self-harm and suicide prevention
- ASD strategies / learners with social and communication difficulties
- ADHD strategies
- SALT

- Solution circle / TAC
- Working with TAs – for teaching staff
- Working with teachers and supporting learners – for TAs
- ELSA Training for two TAs

Previous training includes SALT, Solution Circle and Attachment Disorder.

## 11. Reviewing the Effectiveness of this SEND Policy

The SENCO will consider the following indicators when evaluating the implementation of the Special Needs Policy:

- The progress made by learners as revealed by a range of assessments
- The progress made by learners in all areas of the curriculum as revealed by individual subject criteria
- Performance Indicators such as attendance, incident numbers, FTE's, physical interventions, placement breakdowns
- The monitoring of programmes of intervention by the designated support staff
- The number of learners on the SEND Register including analysis of additions and discontinuations
- Feedback from keyworkers and other staff members as to the social and personal development of learners
- Feedback from learners and their parents/carers of the support they have received
- Reports provided by outside agencies including Ofsted, and the School Improvement Partner

## 12. Key legislation informing this policy includes:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

The Education Act (1996)
The Equality Act (2010)
Part 3 of the Children and Families Act (2014) which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations (2014) which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

**Key Local and National Agencies who advice SENCOs or parents/carers:**

Parent Partnership Service (PPS) – www.haltonparentpartnership.co.uk

Or email SENDparentpartnership@halton.gov.uk

## 13. Glossary of SEND Abbreviations

| | |
|---|---|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASC or D | Autistic Spectrum Condition or Disorder |
| *BESD* | *Behaviour, Social and Emotional Difficulties (or EBD/SEBD)* |
| CAF | Common Assessment Framework |
| CAMHS | Child Adolescent Mental Health Service |
| CIC | Child in Care |
| CIN | Child in Need |
| CI | Communication and Interaction |
| CL | Cognition and Learning |
| COP | SEND Code of Practice |
| DDA | Disability Discrimination Act |
| EAL | English as an Additional Language |
| EHCP | Education and Health Care Plan |
| E | EHC Plan (EHCP) |
| EP | Educational Psychologists |
| ECM | Every Child Matters |
| EHCP | Education, Health Care Plan |

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|---|---|
| HI | Hearing Impaired |
| IBP | Individual Behaviour Plan |
| IEP | Individual Education Plan |
| IQ | Intelligent Quotient |
| K | School Support |
| LTM | Long Term Memory |
| MLD | Moderate Learning Difficulties |
| OT | Occupational Therapy |
| PD | Physical Difficulties |
| PMLD | Profound and Multiple Learning Difficulties |
| PRU | Pupil Referral Unit |
| RA | Reading Age |
| SpLCD | Speech, Language and Communication Difficulties |
| *SA* | *School Action* |
| *SA+* | *School Action Plus* |
| *S* | *Statement of SEN* |
| SALT | Speech and Language Therapists |
| SEMH | Social, Emotional and Mental Health |
| SEND | Special Educational Needs and Disability |
| SENCO | Special Educational Needs Coordinator (or SENDCO/INCO) |
| SLD | Severe Learning Difficulties |
| SpLD | Specific Learning Difficulties |
| SPN | Sensory and Physical Needs |
| STM | Short Term Memory |
| VI | Visual Impairment |