



Special Educational Needs and Disability Policy

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1. Vision and Values

Our vision for children with special educational needs and disabilities is that they make excellent progress, feel safe physically and emotionally, are included and accepted within their community and lead happy and fulfilled lives.

We place the individual needs of each pupil at the centre of our immediate, medium and long-term decision making.

We strive to provide first-class education, therapy, medical support and independence training for young people with a range of disabilities, in a caring and supportive environment. Our aim is to meet the needs of young people who have an Education, Health and Care Plan who are unable to access a mainstream provision and prepare them for a successful transition into further education and adulthood.

We work closely with parents and carers and foster positive links with the wider community.

The Bridge School's personalised curriculum is broad, balanced and engaging so that pupils enjoy learning, enabling them to achieve their full potential.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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

2. Special Educational Needs catered for

All pupils at The Bridge School have severe learning difficulties. Within this broad group there will be pupils from the following bands of learning difficulty:

Severe Communication Difficulties

Pupils with developmental delay and communication difficulties will need considerable assistance through specialised teaching in order to acquire effective methods of communication and to understand their environment.

Their difficulties in communication are likely to reflect speech and language disorders in addition to other learning difficulties. For some pupils, although secondary to other characteristics, their communication difficulties may relate to sensory impairment or physical disability.

Autistic Spectrum Disorder

The majority of our student population have either a primary or secondary diagnosis of ASD or severe ASD. It cannot be seen in isolation and will impact on all areas of learning. In addition to severe communication impairments, our students with ASD, frequently experience difficulties with social interaction, communication and flexible thinking. They will be supported to develop their social communication skills alongside cognition and learning. Staff are provided with continual professional development in order to meet the needs of this significant group of learners.

Profound and Multiple Learning Difficulties

Pupils with such difficulties are likely to remain at the early developmental levels throughout their school career. They will be helped to acquire communication skills, through objects of reference, pictures, symbols, signing or the use of ACC. Many of these pupils will have additional physical and/or sensory difficulties and may require the use of mobility aids for all of their lives.

Severe Learning Difficulties

Pupils with these difficulties will exhibit marked limitations across all aspects of their development, although some may reveal particular disabilities or strengths in several areas.

3. School Based Intervention

In most cases, the educational needs of pupils will have been identified and assessed prior to admission to school. Pupils of statutory school age will have an Education, Health and Care Plan (EHCP) when they enter the school. The Statement of SEN or EHCP will indicate the help each child or young person needs and how this should happen.

Statements of SEN or ECHPs will be reviewed each year at a meeting to which the parents/carers and all the professionals involved with the pupil are invited to attend and/or send reports. The purpose of the review is to consider a variety of perspectives on a pupil's progress and to ensure that the provision made is still appropriate to their identified needs.

The Headteacher (or delegated person) will request written reports from everyone who is invited to attend and wishes to contribute – parents/carers, class teacher, and any other professionals closely involved with the child or young person. Copies of all advice received will be circulated either prior to or at the review meeting.

The review should assess the child/young person's progress towards meeting the objectives/outcomes specified in the Statement of SEN or the EHCP and inform future planning. Parents will be fully involved in the review process. The Special Educational Needs and Disability Code of Practice: 0 to 25 (2014) places strong emphasis on the importance of pupil participation in all stages of the SEN procedure. Pupils are invited to attend their annual review meetings, if appropriate. 'Child-friendly' targets are shared with pupils in a variety of ways and pupils are encouraged to be involved in self-assessment, when possible.

4. Social Emotional and Mental Health (SEMH)

We recognise that SEMH may be an area of need for our pupils to make progress and have a successful transition into adult life.

We work with other agencies such as LD CAMHS where available to promote emotional wellbeing and to draw on effective practices.

An important part of SEMH is to support the whole family, so we offer Early Help interventions and resources for families, such as information mornings and parent meetings as well as a range of services that are regularly communicated via Parentmail and on the school's website.

5. Local Authority Intervention

The SEND code of Practice states:

- 3.1 Section 25 of the Children and Families Act 2014 places a duty on local authorities that should ensure integration between educational provision and training provision, health and social care provision, where this would promote wellbeing and improve the quality of provision for disabled young people and those with SEN.

- 3.10 states Local authorities, NHS England and their partner CCGs must make arrangements for agreeing the education, health and social care provision reasonably required by local children and young people with SEN or disabilities. In doing so they should take into account provision being commissioned by other agencies, such as schools, further education colleges and other education settings. Partners should commission provision for children and young people who need to access services swiftly, for example because they need emergency mental health support or have sustained a serious head injury.
- 3.11 states joint commissioning must also include arrangements for:
 - securing EHC needs assessments
 - securing the education, health and care provision specified in EHC plans
 - agreeing Personal Budgets

6. Facilities for Pupils at the School

The school has a range of specialist facilities and resources that are made available to pupils. In addition, the school will aim, where the budget will allow, to support the educational provision of other specialised equipment, materials and adapted facilities as appropriate to pupils with disabilities or specific needs.

Where a pupil has a life limiting condition, requires technology to maintain life and has complex medical needs which require constant monitoring, a referral can be made to the panel who manage the county resource for Specialist Learning Support Assistants (SpLSA). The panel will determine, based on agreed criteria, whether the pupil is assigned a SpLSA.

7. Dual Placements

The school has active links with mainstream schools. The school recognises that benefits can be gained for some pupils from spending time in their local mainstream setting. Dual placements will be supported in accordance with requirements placed on the school by the Department of Education and the local Authority. A Service Level Agreement and Support Plan between The Bridge School and the mainstream school will identify the aims, support arrangements and targets for the placement. Each dual placement arrangement will be reviewed termly.

8. Allocation of Resources

Resources are allocated to pupils as defined in their EHCP with reference to budgetary considerations in accordance with LMSS, outside agencies and joint funding. The Pupil Premium Grant This is dedicated to raising our learner's future independence. And overcoming barriers to academic, social and vocational potential.

9. Identification of Pupil Needs

The needs of pupils are identified and reviewed through the statutory procedures of the Education Act 1996, Special Educational Needs and Disability Code of Practice: 0 to 25 (2014) and the Equality Act 2010. The school's procedures for identifying pupil's needs complement these statutory requirements and involve multi-agency working, the use of personal education plans, care plans, behaviour support plans and risk assessments.

10. Access to a Balanced and Broad Curriculum

All pupils are entitled to a broad, balanced, relevant and personalised curriculum which will include input from a multi- professional team which may include; physiotherapists, speech and language therapists, occupational therapists and school nurses.

The curriculum, which is skills development biased, will be monitored and reviewed regularly to ensure appropriate delivery, access and development.

The MAT and the Governing Board evaluate the effectiveness of the education that is provided at the school by visiting classes, receiving reports from the Headteacher, and monitoring the targets outlined in the School Improvement Plan. They also evaluate the educational provision through views expressed by parents/carers, contact with the LA advisory staff and contact with school staff.

The Governing Board will ensure that necessary provision is made for all pupils who have SEN and have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 (2014).

The Impact we will provide:

- To increase communication skills and levels of interaction.
- To increase levels of positive behaviour and pupil self-management.
- To increase levels of independence.
- Improve academic attainment and physical health.
- Further develop pupils' transferrable skills, particularly life and practical skills
- Improve levels of comprehension

11. Transition

Pupils' educational needs are regularly reviewed. Pupils may leave The Bridge School at any time if their needs change, but the most common transition time is at the end of Year 11. Staff will liaise closely with the school or college that the pupil will attend and arrange links to help pupils make a smooth transition from one educational establishment to another. The school is part of the Transition Consortium that includes

Stone lodge Academy and Thomas Wolsey Academy. We also liaise with Riverwalk School and Hillside Special School for placements in the Sixth Form as well as other providers of post 16 provision. Transition events start from Year 10 and a child's EHCP from Year 10 will include provision for transition at the end of Year 11.

12. Complaints Procedure

If parents/carers have any concerns they are encouraged to discuss them with the class teacher in the first instance or they may wish to make an appointment with a member of the Senior Leadership Team.

NB: The School Complaints Procedures for Parents and Others is available on the school website or a paper copy can be requested from either office.

13. Arrangements for In-Service Training for Staff

The school collates information about the CPD needs of staff from Performance Management meetings and feedback from monitoring and evaluation observations. The Senior Leadership Team, in consultation with staff, identifies additional whole-school training needs. All the collated information is analysed and prioritised for inclusion in the school CPD programme.

Specific funds are earmarked within the budget to finance the cost of whole-school and individual training.

14. Links with Other Teachers, Advisers and Facilities from Outside the School

The school recognises the valuable support that is available from colleagues in the MAT, other special schools and services, and some mainstream schools. Staff are encouraged to develop links and networks and to share good practice and arrange inset.

15. Partnership

We firmly believe that much is to be gained from working in partnership with parents/carers. Parents/carers, relatives and friends of pupils are always (excepting national health emergency situations such as COVID-19) welcome in school. We welcome the support of parents and carers in the education of their children. Parents are encouraged to do this by maintaining regular contact with the school via email, Earwig on line progress tool, telephone calls, attending open forums, consultation days and annual reviews, as well as special events.

If parents/carers have any concerns they are encouraged to discuss them with the class teacher or a member of Senior Leadership Team.

16. Links

The school has many links with other professional and voluntary organisations, and these are published on the school's website.

17. Reference to Other Policies

This policy should be read in conjunction with the following:

- Accessibility Plan and Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Procedure for Parents and Others Policy

18. Equality Impact Assessment

This policy has been screened for potential adverse impact on specific groups within the school community. It is not believed that this policy will have any such adverse impact.