



THE BRIDGE EDUCATION CENTRE

Policy

SEND Policy

Principles

The Bridge Education Centre staff believe in raising the aspirations and expectations of all pupils including those with SEND. Every teacher is a teacher of SEND. All teachers ensure that there is appropriate provision to overcome all barriers to learning, ensuring all pupils including those with SEND have full access to the curriculum. We acknowledge that a significant proportion of the centre population will have special educational needs and disability (SEND). The Bridge Education Centre aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Curriculum offered at the centre. In particular, we aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure that all pupils, whatever their special education needs, receive appropriate educational provision through a balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEND equal opportunities to take part in all aspects of the centre's provision, as far as is appropriate
- Identify, assess, record and regularly review pupils' progress and needs
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents/carers, other professionals and support services
- Ensure that the responsibility held by all staff and the LA for SEND is implemented and maintained.

Relationship to other policies

This policy should be read in conjunction with the policies on the Centre curriculum and equal opportunities, and guidance on assessment, recording and reporting.

Roles and responsibilities of Headteacher, other staff, and the LA

Provision for children with special educational needs is a matter for the centre as a whole. It is every teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the centre's procedures for identifying, assessing and making provision to meet those needs.

The LA, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

The **Headteacher** has responsibility for:

- the management of all aspects of the centre's work, including provision for pupils with SEND
- keeping the LA informed about SEND issues
- working closely with the SEND personnel within the centre
- ensuring that the implementation of this policy and the effects of inclusion policies on the centre as a whole are monitored and reported to LA.

The **LA must** ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in centre activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice 0-25 (2014)
- parents/carers are notified if the centre decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in centre self-review
- they set up appropriate staffing and funding arrangements, and oversee the centre's work for pupils with SEND
- they, and the centre as a whole, are involved in the development and monitoring of this policy
- SEND provision is an integral part of the centre development plan
- the quality of SEND provision is regularly monitored.

The **special educational needs co-ordinator (SENCO)** is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for pupils with SEND
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies and Intervention Logs, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the centre's SEND register and records
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that supply/emergency staff are given any necessary information relating to the supervision of pupils and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with other SENCOs in receiving schools when a pupil is reintegration ready to help provide a smooth transition from one centre to the other.

Class teachers are responsible for:

- all pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents/carers of pupils with SEND
- setting appropriate individual targets that motivate pupils to do their best
- celebrate achievement at all levels.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the centre's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher/tutor in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to contact the Headteacher, or an LA Officer if they prefer. The LA Support for SEND is available to offer advice.

SEND Provision

Quality first teaching is "The baseline of learning for all pupils". SEND is identified, managed and monitored as follows:

- quality first teaching is achieved through small groups using differentiated activities and resources as part of the normal curriculum
- pupils falling significantly behind their predicted performance based on their baseline assessment on entry to the centre will be closely monitored by staff
- the class teacher will provide differentiated learning opportunities that will aid pupil's academic progression
- LSA assigned to classes as required to support individual pupils and improve learning opportunities in collaboration with the class teacher .
- 1:1 interventions with SENCO/LSA or Specialist Subject Teacher to improve reading ,spelling, support for exams eg. entry level certificates, Functional Skills and preparation for exams
- The Therapeutic Team support Emotional Literacy programmes through 1:1 interventions, including support from a No Limits Counsellor, FEIPs, Mentoring and input from our Educational Psychologist.

Identification and Assessment

On entry to the centre all pupils complete a set of baseline assessments which include reading , spelling assessments along with English, Maths and Science baseline tests.

Following the Education Planning Meeting all students are seen for an initial assessment by the Educational Psychologist.

The SENCO will be consulted as needed for support and advice via the record of concern proforma. Pupils will be tested for access arrangements during yr. 10 (or on entry to The Bridge if in yr. 11).

Termly Parents Evenings, half termly assessments and reports along with pupil impact statements are used to monitor and assess the progress being made by all pupils.

Referral for an Education Healthcare Plan

The application for an Education Healthcare Plan if required will be made by the pupils registered school in conjunction with information from The Bridge Education Centre.

Arrangements for monitoring and evaluation

The success of the centre's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Academic Team
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- pupil impact statements
- centre self-evaluation
- the centre development plan, which is used for monitoring provision in the centre
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce/review Intervention Plans, revise provision and celebrate success.

Date Reviewed : February 2018

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