



The Bridge Short Stay School

SEN POLICY

Lead responsibility for policy Louise Davey	Date: 7 th Nov 2017
Approved (Head Teacher) Andrew Stewart	Date: 7 th Nov 2017
Approved (Chair of Management Committee) Rachel Hudson	Date: 23 rd Nov 2017
Date policy due for renewal	Date: 22 nd Nov 2018

SEN Policy

1. Introduction

The Bridge Short Stay School aims to provide both students and staff with a positive, sustainable and supportive learning experience which promotes achievement in academic, social, emotional, moral and personal development. At The Bridge Short Stay School we offer specialist holistic support for students experiencing behavioural, emotional and social difficulties. In addition we are committed to supporting students with additional identified and previously unidentified needs. Our staff team takes full responsibility to support the needs of all students throughout the school day and strives to ensure that all students experience success.

We welcome all learners including those who may be identified as having Special Educational Needs and Disabilities. All young people including those with SEND are entitled to a broad, balanced and relevant curriculum and to be fully included in all aspects of school life.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

The guiding principle informing this policy is therefore, that all young people including those with SEND and disabilities are given equal opportunities to achieve, fulfil their potential and progress in their academic, social and emotional development.

We are committed to a whole school approach and believe that meeting the needs of all young people including those with SEND is the responsibility of the whole schools, home schools and other education providers.

2. The policy responds to:

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that a student may be described as having special educational needs if s/he has a

- Significantly greater difficulty in learning than the majority of others of the same age
- Disability or health condition which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream settings

The policy also takes into account the Student and Families Act 2014 and has due regard to legislation including Health & Social Care Act 2012, Equality Act 2010 and the Mental Capacity Act 2005.

Many young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEN but where a student requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting young peoples with medical conditions (DfE 2014)

The following principles underpin this policy:

- The early and effective identification of students’ needs
- The joint involvement of parents and students in identifying needs, discussing aspirations, setting targets and making decisions for their futures
- Collaboration between education, health and social care services to provide high quality, personalised provision to meet the needs of young people with SEND
- Successful preparation for adulthood including independent living and employment

The SEN Code of Practice describes the following areas of difficulty and it is recognised that some young people will experience difficulties in more than one area.

- Cognition and Learning
- Communication and Interaction
- Social and Emotional Development
- Physical and Sensory

At The Bridge Short Stay School we specialise in making provision for students who are experiencing emotional or social and mental health difficulties which have impacted on behaviour, learning and engagement. We are experiencing a greater number of students who have unmet needs in terms of cognition and learning particularly around processing, understanding and inference. Additionally we are experiencing a greater number of students with Communication and Interaction

difficulties. We make it a priority to identify if students have additional areas in other identified areas to ensure that the appropriate support measures are in place when they return to mainstream/ post 16 education or, where appropriate, to specialist provision.

3. Aims

The overall aim of this policy is to ensure that the Special Educational Needs of young people are met whilst they attend The Bridge Short Stay School Short Stay School. The policy will describe how we make high quality provision for these students.

4. Objectives

- to ensure that The School follows the national guidance on Special Educational Needs and Disabilities (SEND), which is set out in the revised SEND Code of Practice (0-25 years) (2014), The Young people and Families Act (2014), The Equality Act (2010) and the statutory guidance re supporting young peoples with medical conditions
- to provide a curriculum for all young people that is appropriate to their individual needs, learners will be offered full access to a broad, balanced curriculum including where appropriate the National Curriculum
- to identify young people with special educational needs and disabilities as soon as possible and ensure that their needs are met and that all procedures relating to the graduated response and statutory reviews are met to a high standard to ensure that students receive the correct support and provision while they are with us and when they move on
- to ensure staff are skilled in meeting the needs of young peoples with SEND
- use a variety of teaching styles, and cater for different learning styles to allow young people with SEND to access the National Curriculum
- to promote effective partnerships and liaison with the health services, social care, support agencies, specialist provisions
- to develop and maintain positive relationships with parents and involve them in plans to meet their student's additional needs
- to ensure that learners express their views and are fully involved in decisions which affect their education by encouraging them as much as possible
- to ensure that all learners make the best possible progress through assessing their daily achievements and looking at specific case studies and setting

appropriate and individual targets. Tutorials and discussions with the student enable us to provide a personalised learning programme.

- to celebrate learners achievements with their parents/carers and school community through appropriate recognition and reward.

5. Responsibilities of the Governing Body

- to ensure that the necessary provision is made for young people identified as having SEND
- to designate an appropriate member of staff (SENCO) as having responsibility for co-ordinating provision for students with SEND
- Appoint a designated teacher for “Student Looked After”
- to ensure that staff are aware of the importance of identification of and provision for SEND
- to have regard to the SEND Code of Practice when carrying out its duties toward all young peoples with SEN
- to report to parents on the implementation of the school’s SEND policy
- to ensure that young people with SEND join in activities with young peoples who do not have SEND as far as is possible
- publish annual information on the SEND policy and facilities available to support students with SEND, in the form of a SEND report, including a review of the accessibility plan every three years
- to ensure that Complaints/appeals procedures are made known to parents and students

SEN appointed governor is **Rachel Hudson**

SENCO is **Louise Davey**

Designated Teacher is **Louise Davey**

6. Coordinating SEND provision

The **Acting Head teacher** has a responsibility:

- to ensure that all teachers and appropriate staff are aware of the needs of SEND students and are fully competent in meeting these needs
- to ensure that teachers monitor and review the students' progress every half term
- to ensure that the SENCO has sufficient time and resources to fulfil responsibilities
- to regularly and carefully review the quality of teaching for students for students at risk of disengagement or underachievement as a core part of performance management arrangements
- to ensure that teachers are skilful in understanding the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered

The SEND Coordinator (SENCO) must:-

- be a qualified teacher, and if newly appointed, must achieve an appropriate postgraduate qualification within 3 years of appointment
- collaborate with the governing body and Acting Head teacher as part of the leadership team to determine the strategic direction of the SEND policy and provision, ensuring that The Bridge Short Stay School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- undertake day to day responsibility for the operation of SEND policy and ensure all records are up to date
- coordinate the specific provision made to support individual students with SEND
- liaise with schools, Academies, educational psychologists, health and social care professionals, as well as other appropriate support agencies
- liaise with parents of students with SEND whenever necessary
- liaise with the potential future providers of education to ensure that the student and parents are informed about options and a smooth transition is planned

- provide professional guidance to colleagues and work closely with staff members, parents, carers and other agencies.
- be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family
- advise on the deployment of the delegated budget and other resources to meet students' needs effectively
- ensure that students with SEND are provided with equal opportunities and are able to participate in all activities
- advise on a graduated approach to providing SEND support
- add specific information to students' personal learning plans which identifies areas of additional need
- manage and deploy learning mentors and teaching assistants effectively
- keep up to date with national and local initiatives and regulations
- manage the SEND budget

Teachers must:

- create an accessible and engaging learning environment
- plan and review support for their students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the student
- set high expectations for every student
- plan lessons using assessment data to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.
- share expertise about specific needs when interventions are reviewed and to share resources and curriculum updates, through feedback from attended courses

7. Identification, assessment and reporting

The Bridge Short Stay School will liaise with schools and other professionals in order to identify whether a student has any additional learning needs. Some students will have been identified as having a SEND within their mainstream setting. Further information will be obtained using a range of evidence collected through normal assessment and monitoring arrangements. If these assessments indicate that the student is not making the expected progress, the SENCO will be informed and

consultation with student, teacher and family will take place.. Evidence from these consultations and/or standardised assessments will help us to decide if additional provision is necessary.

- All teachers have a responsibility to find out whether a young people has been identified as having SEND and whether they have a an EHCP (Education, Health Care Plan)
- Staff may recognise that a student has additional needs that are linked to their medical needs and therefore will need additional support whilst attending The Bridge Short Stay School.
- Staff may recognise that a student has additional needs that are linked to the behaviours that have led to their exclusion and therefore will need additional support whilst attending The Bridge Short Stay School
- Members of the staff team at The Bridge Short Stay School carry out assessment tasks and activities in order to set appropriate learning objectives.
- Reports are given to parents every half term and at the point of transition

8. The Pastoral Team

The Pastoral team provides targeted support for students at The Bridge Short Stay School and continues to develop its collective skills to support the different needs of students in terms of cognition and learning, SEMH, social and communication skills and preparation for adult life.

9. Graduated Approach

Students at The Bridge Short Stay School have experienced difficulties that have resulted in them becoming excluded, at risk of exclusion or unable to access school for “other” reasons, including medical. The Bridge Short Stay School will employ a graduated approach to meeting each SEND students’ needs. All support needs and provision will be reviewed half termly to determine the impact on progress, development and behaviour. This will take into account the half termly data analysis and will be discussed with the whole team at half termly centre progress meetings. Effective intervention should ensure that the student’s level of engagement with education improves. Each student has access, wherever possible to a broad balanced curriculum that is differentiated to meet individual need. If further intensive support is required then support from the Educational Psychologist will be sought and where applicable an application will be made to the Local Authority for a

statutory assessment of need. If it is agreed that the student will be supported with an Education, Health and Care Plan, The Bridge Short Stay School will support the transition to an appropriate setting

10. SEND and Disability Tribunal

The Acting Head teacher will meet any request to attend a SEND Tribunal and explain any departure from the duties and obligations under the SEND code of Practice (2014).

11. Preparing for Adulthood

The Bridge Short Stay School ensures that it meets its duty to secure independent, impartial careers advice for students. Support is available to students and parents during decision making and we continue to work towards the next level of the Aspiring IAG award.

12. Working with parents/carers

- Staff and parents/carers work together to support learners identified as having additional needs.
- Parents/carers are able to meet many staff informally on a day to day basis. They are also welcome to make appointments to talk to members of the staff team, face to face
- Parents'/carers' input is valued at formal and informal meetings.

13. Data and Record Keeping

The Bridge Short Stay School will record all details of SEND, outcomes, teaching strategies, interventions, adaptations and the involvement of specialists as part of our standard system to monitor the progress, behaviour and development of all students. The Bridge Short Stay School will maintain an accurate register of the provision made for students with SEND

The SENCO will liaise with parents to support applications for EHCP requests and signpost them to independent advice and advocacy support services for further help if needed.