



The Bridge Short Stay School

SEN Policy

Lead responsibility for policy	Laura Byrne Date: November 2022
Approved (Head Teacher)	Andy Stewart Date: November 2022
Approved (Chair of Management Committee)	Pete Carrington November 2022
Date policy due for renewal	Date: November 2023

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

1.1 School Aims

The Bridge Short Stay School aims to create confident, resilient learners who develop a clear sense of identity and who aspire to achieve a good quality of life for themselves and their communities. This is achieved through the delivery of personalised packages of learning and support appropriate to educational and wellbeing need, which comprises a combination of the following components:

- Cognition & Learning
- Social, Emotional, Mental Health & Wellbeing
- Academic Challenge

Our approach is holistic and person-centred, with all systems aligned to ensure each individual students' needs are comprehensively assessed, supported and reviewed at a frequency which corresponds and adapts to level and intensity of need.

The specific detail of how meeting students' SEN are embedded within every aspect of our school life and at every point of a student's stay at our provision can be found in our Curriculum, Teaching, Learning, Feedback & Assessment, Behaviour, Attendance, and Positive Mental Health & Wellbeing policies.

2. Legislation and guidance

This policy and information report 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 (SENDCOs) and the SEN information report

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

As a Pupil Referral Unit, one of our key functions is to equip and support students to transition to an alternative setting, whether it be a return to a mainstream setting, to a specialist provision, or to a post-16 setting. Despite a constantly changing student population, our SEN population remains consistently high at around 70-80%. Some students enter having already had their SEN recognised by the referring school and placed on SEN Support; others reach us with unidentified and unmet need. Therefore, we adhere to the systems and protocols expected of our mainstream counterparts to ensure maximum alignment and appropriateness of outcome for students.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is:

Laura Byrne

Assistant Headteacher

Email: laura.byrne@thebridge.cheshire.sch.uk

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying students with SEN and assessing their needs

We understand that, following a permanent exclusion, many students present with behaviours that may mask or present as significant and underlying SEN due to an extensive range of factors including the experience of long-term educational failure and permanent exclusion. Prior to entry, we seek to liaise with previous settings and external agencies in order to obtain prior knowledge and understanding of need, following which we put in place a bespoke and phased transition process. This includes a comprehensive set of assessments which identify baseline levels in all aspects of a student's:

- Cognition and Learning
- Social, Emotional, Mental Health & Wellbeing
- Academic Skills and Knowledge

This transition process is managed by the SENDCO, a qualified Level Specialist Assessor in Access Arrangements, and coordinated by a specialist HLTA/ELSA. The assessment data determines students' subsequent pathway and support packages and is recorded on each student's One Page Profile which, in turn, informs teacher planning. Each student's support package is reviewed on a weekly basis by SLT.

Teachers and specialist staff will make regular assessments of progress from entry baselines for all students in all areas and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Formative assessment is pedagogically embedded within every lesson through use of effective instruction and frequent reworking and retrieval activities. Summative assessment is carried out every half term.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

During the transition process, we will have a series of early discussions with the students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We formally seek parents' and students' views on SEN Provision at The Bridge bi-annually.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teaching and specialist staff will work with the SENDCO to carry out clear and ongoing analyses of all areas of the student's needs. This will draw on:

- The staff member's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

Whole-school student progress data collection and analysis in all areas takes place every half term, following which all teachers and support staff who work with the student will be provided with relevant information and updates on needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The HLTA/ELSA will update each students' One Page Profile to ensure this information is recorded and shared effectively.

We will regularly review the effectiveness of the support and interventions and their impact on student progress as previously detailed.

5.5 Supporting students moving between phases and preparing for adulthood

Once a student has been identified as ready for transition, we will:

- Hold a series of meetings with parent and student to discuss views, including potential obstacles to success and possible solutions
- Liaise with the receiving school and the Education Access Team to ensure the receiving setting is fully informed of the needs of the student and the support package required for successful integration
- Design a bespoke transition process which may include visits to the new setting, meeting with key new school staff supported by The Bridge staff, and a phased integration timetable focusing on the student's areas of strength and interest
- If the setting is post-16, we provide additional support with College/Apprenticeship/employment applications and interviews in partnership with the Young People's Service.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students in class sizes of no more than 8.

Our Teaching, Learning, Feedback & Assessment policy details three embedded pedagogical approaches which are designed to ensure all needs are considered during teacher planning, preparation, and delivery:

- Principles of Effective Instruction
- Neuroscience of Learning, Memory and Emotions
- Trauma-Informed Classroom Practices

Teachers are supported through a flexible and responsive development and CPD schedule.

We will also provide the following interventions by qualified and specialist staff:

- Precision Teaching: Literacy, Numeracy, Processing and Memory
- Social communication
- ELSA (group and individual)
- 1:1 counselling

- Behavioural skills training
- Speech & Language

5.7 Adaptations to the curriculum and learning environment

In addition to implementation of a person-centred curriculum as described in section 1, we make the following adaptations to ensure all pupils' needs are met:

- Further differentiating our curriculum delivery to ensure all students are able to access it: for example, in-class support grouping with a TA.
- Differentiating our teaching: for example, pre-teaching of key vocabulary.
- Adapting our resources and staffing: for example, deploying specialist TAs according to support need.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

5.8 Additional support for learning

In order to deliver the interventions detailed in Section 5.6, we have a support team comprising:

- 3 ELSAs
- 3 qualified Counsellors
- 3 specialist teaching assistants
- 2 behaviour coordinators

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- CWAC SEND Team
- CWAC Education Access Team
- CAMHS
- Community Paediatrics
- Speech & Language Therapy Paediatric Service
- School Health
- Occupational Therapy Service
- RASAC
- Addaction
- Young People's Service
- Community Safety Team
- Youth Offending Service
- Children's Services

5.9 Expertise and training of staff

Our Assistant Head Teacher is the school's SENDCO who was appointed in January 2022 and is working towards the NASENCO qualification with Edge Hill University.

Our Senior Pastoral Lead is a qualified experienced Cognitive Behavioural Therapist for Children and Young People. She leads on all aspects of our wellbeing provision as well as Safeguarding.

Our Deputy Head Teacher previously acted as the school's SENDCO for 8 years. She had also worked as a SENDCO in her previous school for 9 years.

We have a specialist team comprising a Specialist SEN teacher and 6 teaching assistants, including one higher level teaching assistant (HLTA), who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

- MAPA
- ELSA
- MHFA
- Precision Teaching
- Psychometric Assessment Tools
- Whole-school QFT

5.11 Evaluating the effectiveness of SEN provision

In line with our whole-school assessment system as detailed in this Section, we evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their outcomes in all areas every half term
- Reviewing the impact of interventions every half term using costed provision maps
- Completing student questionnaires twice per year
- Half termly monitoring and comparative data analysis by the SENDCO
- Holding annual reviews for students with EHC plans where appropriate.

5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

Due to our adaptive and personalised approach to provision, we ensure that there are no barriers to students with SEN enjoying the same activities as students without SEN. All of our off-site activities are available to all students: our Learning Outside the Classroom offer is specifically designed to support all needs; all students participate in off-site PE activities which cater for all abilities; all KS4 students are offered enrichment trips in support of their GCSE curricula such as a theatre trip to see 'Blood Brothers' and an Art excursion to visit the Lady Lever Art Gallery. No student is ever excluded from taking part in these activities because of their SEN or disability.

All students are treated equally regardless of need or difficulty. We embed this message from the outset with all of our students through the positive reinforcement of desired behavioural choices, consistent consequences for negative behavioural choices, alongside structured opportunities during reflection and curriculum-led sessions to discuss the impact of those less desirable behaviours. This is supported by an annual 'awareness' program which includes the themes of bullying, inclusion and diversity.

Our school building at Appleton is partially accessible. The building at First House is fully accessible. Both buildings have accessible toilets

5.13 Support for improving emotional and social development

Please see our Mental Health and Wellbeing Policy.

5.14 Complaints about SEN provision

Our school aims to meet its statutory obligations when responding to complaints from parents of students at the school, and others. Complaints about SEN provision in our school should be made to the SENDCo in the first instance (at the contact details below). They will then be referred to the school's complaints policy, which can be found here:

http://www.thebridge.cheshire.sch.uk/serve_file/225716

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.15 Contact details of support services for parents of pupils with SEN

If you are unable to find contact details for a support service via the Local Offer (see below) or from our SENDCO's office, our local Information Advice and Support Service is an independent service specifically set up to help parents and carers of children and young people who have difficulties with learning and/or a disability from birth to 25 years.

They are based at:

Council Offices
4 Civic Way
Ellesmere Port
CH65 0BE

They can be contacted by:

Telephone: 0300 123 7001

E-mail: iasservice@cheshirewestandchester.gov.uk

5.16 Contact details for raising concerns

If you have a concern about any other aspect of school's provision, please see our complaints policy (see hyperlink above) or contact our Headteacher, Andy Stewart at:

The Bridge Short Stay School
Appleton Road, Ellesmere Port, Cheshire CH45 7EP
Phone: 01513376873
Email: enquiries@thebridge.cheshire.sch.uk

5.17 The local authority local offer

Our local authority's local offer is published here:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Kate Roberts every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Curriculum
- Teaching, Learning, Feedback & Assessment
- Positive Mental Health & Wellbeing
- Behaviour
- Attendance
- Safeguarding
- Supporting students with medical conditions