

# SEN Policy and Information Report

The Bridge



<b>Approved by:</b>	Nikita Boydell	<b>Date:</b> June 2023
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## 1. Aims

Our SEN policy and information report aims to:

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

## 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 provisions' responsibilities for learners with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out provisions' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A learner has SEN if they have a learning difficulty or disability that 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 the 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 provisions

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 provisions.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Imogen Hopkins and can be contacted at [imogenhopkins@tbap.co.uk](mailto:imogenhopkins@tbap.co.uk)

They will:

- Work with the headteacher and SEN consultant to determine the strategic development of the SEN policy and provision in the provision
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the provision's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the provision keeps the records of all learners with SEN up to date

## 4.2 The SEN consultant

The SEN consultant will:

- Help to raise awareness of SEN issues at termly review meetings
- Monitor the quality and effectiveness of SEN and disability provision within the provision and update the LA on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the provision

## 4.3 The Executive Headteacher

The executive headteacher will:

- Work with the SENCO and SEN consultant to determine the strategic development of the SEN policy and provision within the provision
- 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 learner 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 SENCO to review each learner'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 provision 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 learners with SEN and assessing their needs

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a learner 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 learner 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 learners and parents

We will have an early discussion with the learner and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner'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 learner's record and given to their parents.

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

## 5.4 Assessing and reviewing learners' progress towards outcomes

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

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

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the learner's progress.

## 5.5 Supporting learners moving between phases and preparing for adulthood

We will share information with the provision, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

## **5.6 Our approach to teaching learners with SEN**

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

High-quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

We will also provide the following interventions:

- Movement break
- Now and next
- Chunking sheets
- Fidget toys
- Overlays
- Reset time
- Comfort blanket/toys

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have a large number of teaching assistants who are trained to deliver interventions such as resilience

Teaching assistants will support learners on a 1:1 basis when required, staff are confident about who needs the help more frequently.

Teaching assistants will support learners in small groups when they are in their core lessons.

## **5.9 Expertise and training of staff**

Our SENCO has over 10 years' experience in this role and has worked as a deputy head

They are allocated 10 hours a week to manage SEN provision.

We have a team of 7 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in building resilience and managing anxiety.

We use specialist staff for THRIVE and SEMH interventions.

## **5.10 Securing equipment and facilities**

If our students need specialist equipment then we will seek to secure this immediately because this is a priority for us as our students have previously not had positive experiences of education.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using learner questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for learners with EHC plans

### **5.12 Enabling learners with SEND to engage in activities available to those in the provision who do not have SEND**

All of our extra-curricular activities and provision visits are available to all our learners.

All learners are encouraged to take part in sports day/provision plays/special workshops.

No learner is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for learners to improve their emotional and social development in the following ways:

- learners with SEN are encouraged to be part of the provision council
- learners with SEN are also encouraged to be part of tutor time to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We work collaboratively with all outside agencies to ensure our SEN learners are supported.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our provision should be made to the SENCO in the first instance. They will then be referred to the provision's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our provision 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

### **5.16 Contact details of support services for parents of learners with SEN**

Parents/carers are able to get in contact with SLT who will be able to signpost them to specific agencies.

### **5.17 Contact details for raising concerns**

Nikita Boydell [nikitaboydell@tbap.co.uk](mailto:nikitaboydell@tbap.co.uk) or Imogen Hopkins [imogenhopkins@tbap.co.uk](mailto:imogenhopkins@tbap.co.uk)

### **5.18 The local authority local offer**

Our local authority's local offer is published here: <https://localoffer.wiltshire.gov.uk/>

## 6. Monitoring arrangements

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

## 7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting learners with medical conditions policy