



WHAT CAN PUPILS WITH SEN EXPECT FROM BRIDGE SCHOOL?

What are Bridge School's duties regarding SEN provision?

According to the SEN and disabilities Code of Practice (CoP)2014 , every school is required to identify and address the SEN of the pupils that they support. Maintained mainstream schools, which include academies and pupil referral units (PRUs), must:

- use their best endeavours (do everything they can) to make sure that a child with SEN gets the support they need
- ensure children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for coordinating SEN provision
- inform parents when they are making special educational provision for a child
- prepare an SEN information report and accessibility plan.

Curriculum Access

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should have high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.

Areas of SEN

The CoP states that there are four broad areas of needs that should be planned for:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

It adds that the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, children or young people often have needs that cut across all these areas, and needs may change over time. For example, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an autistic spectrum disorder may have needs across all areas, including particular sensory requirements.

How do we assess needs?

The CoP advises that class/subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils and try to identify pupils making less than expected progress which:

- 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.

Also, it can include progress in areas other than attainment, such as where a pupil needs to make additional progress with wider development or social needs. Whilst some children with SEN can be identified at an early age, other children and young people's difficulties only become evident as they develop, so teachers are alert to emerging difficulties and respond early. The CoP recognises that parents also know their children best and it is important that all professionals listen and understand when parents express concerns about a child's development.

What is SEN support?

SEN support takes the form of a four-part cycle known as a "graduated approach", which draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles.

The four stages are: assess, plan, do and review. They can be summarized as follows:

Assess

The class teacher, working with the Inclusion Manager carry out a clear analysis of the pupil's needs. They also draw on:

- Previous teachers' assessments
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services (if relevant)
- any concerns raised by a parent.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified at a parent consultation meeting. The teacher and the SENCO discuss the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review – this information is formalised on a Provision map and discussed with the parent. All teachers and support staff who work with the pupil are made aware of their needs and it is recorded on the school's information system.

Do

The class teacher remains responsible for working with the child on a daily basis, but interventions may involve group or one-to-one activities, so they work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Manager supports them in the further assessment of the pupil's strengths and weaknesses and advising on the effective implementation of support.

Review

The effectiveness of support/interventions and their impact on progress are reviewed each term.

What is the role of the SENCO/Inclusion Manager?

The SENCO/Inclusion Manager has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN. The SENCO also provides professional guidance to colleagues and works closely with staff, parents and other agencies.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked-after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources
- liaising with parents of pupils with SEN
- liaising with professionals from outside agencies, including early years providers, other schools, educational psychologists, and health and social care professionals
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with the potential next providers of education for the pupil to ensure the child or young person and their family are informed about options, and a smooth transition
- working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring the school keeps the records of all pupils with SEN up to date.

Equality and inclusion duties (including medical conditions)?

Bridge School promotes disability equality as required by the Equality Act 2010. We actively make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

We make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet medical needs of such pupils. Where children and young people also have SEN, their provision is planned and delivered in a coordinated way with the healthcare plan.

What are schools' duties in respect of use of data and record keeping?

We use information systems to monitor progress/development of all pupils. Details of SEN, outcomes, teaching strategies and involvement of specialists are recorded as part of this overall approach. Provision made for pupils with SEN should be recorded accurately and kept up to date. Schools record details of additional/different provision made under SEN support and share this information with parents. (Provision maps).

Further SEN information?

An SEN Information Report is available on the website which gives further details regarding the implementation of our SEN policy.