



SEND Policy

Approved by Education Sub Committee	Date March 21
Next review due by	March 22
Last reviewed by staff	May 21
Next staff review due:	May 22

The SEND Coordinator (SENCO) is Sarah Vaughan The Headteacher is Sue Hornby. 'BSM' refers to the Bridge School Malvern, Hanley and Barnard's Green sites.

A person is regarded as having SEND requirements if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Making suitable adjustments, provision and having high expectations for SEND is the responsibility of all staff at the Bridge.

SEND at the Bridge

Bridge School Malvern is an independent school set up to support young people wishing to develop vocational skills as part of the school curriculum (School's Programme) and for those who are unable to access mainstream education (On Role & Part-time Provision (OR/PT)).

School's Programme

Children on the School's Programme access the Bridge part-time, as part of their mainstream school provision. The sending school will inform the Bridge of any SEND and we will work with the school to ensure children with SEND are able engage fully in all

activities and learning, and that they make suitable progress towards their aims/qualifications.

On Role & Part-Time Programme (OR/PT)

It is anticipated that all children who access the Bridge's OR/PT provision will have EHCPs (Education, Health and Care Plans) on arrival, or will have behaviours or learning profiles consistent with diagnosis.

Types of SEND typical at the Bridge include:

- ADHD, ADD, ODD, attachment disorders, emotional difficulties, mental health difficulties including personality disorders
- Autistic spectrum and language condition
- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Disability and Special Educational Needs

The Bridge currently has limited facilities for the physically disabled. However the Bridge will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the Bridge can cater adequately. The Bridge needs to be aware of any known disability or special educational need which may affect a child's ability to participate in, and take full advantage of, the education provided at the school. The LA, who consult with the Bridge for a placement for a child who has any disability or special educational needs, should provide the Bridge with written evidence. The Bridge requires this information in the case of any child with particular needs, so that the needs can be assessed and consider any adjustments which can reasonably be made to ensure that facilities are accessible for the child prior to an offer of a place being made.

The Bridge is committed to making reasonable adjustments to allow disabled pupils to access educational provision. The Bridge in Hanley occupies a single storey building, with a converted attic space accessed by stairs. The building is sited within an industrial park and consists of a recreation room, catering kitchen, independent living skills room, classrooms, offices, an animal care room, an art room and a music room. Outside there is a boot room, two classrooms, a workshop, a bus, a small holding with animals and growing area and a physical play area. The smallholding is largely unpaved, uneven ground, making wheelchair access inadvisable in wet weather.

There are entrances to the building at the side and rear. The main entrance at the side of the unit has a ramp. The rear access is from the workshops and consists of steps. There are two wheelchair accessible toilets.

The Bridge in Barnard's Green is a two story building with offices, training kitchen and workshop. Upstairs is accessed by stairs. The building is sited within a small industrial park.

There are entrances to the building at the side and rear. The main entrance is at the side of the building, where there is a ramp available. There will be a wheelchair accessible toilet.

Materials required to support children with identified special educational needs will be purchased as required.

Adaptations to paper, print and IT resources will be provided wherever possible for visual impairments.

Aims

We have high expectations of all our children and work with them and their parents/carers to help them reach their full potential. We value all the children in our school equally and recognise the entitlement of each child to have their needs addressed. Within this caring and mutually supportive environment we aim to:

- Ensure all SEND pupils have their needs met
- Take into account the views of the pupils
- Encourage good communication with parents/carers/sending agencies
- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- Enable all children to participate in lessons fully and effectively
- Value and encourage the contribution of all children to the life of the school
- Work in partnership with parents/carers/sending agencies
- Work closely with external support agencies, where appropriate, to support the need of individual pupils
- Build on the strengths of the individual
- Foster a positive image
- Give equal access to all aspects of school life through social and practical experiences.

This will allow success regardless of the Special Educational Needs, Disability or any other factors that may affect their attainment.

Implementation

The implementation of the Special Educational Needs Policy is the responsibility of the whole school.

The role of the Special Educational Needs and Disabilities Coordinator (SENDCo) is to:

- Monitor the effectiveness of any special educational provision made for the pupil
- Engage with support services outside the school when required
- Ensure that records of the pupil's special educational needs and the provision made to meet those needs are maintained and kept up-to-date
- Provide one-to-one teaching where necessary.
- When a pupil transfers to another school or educational setting, make available all relevant information about the child's special educational needs and the provision made to meet those needs

- Promote the pupil's inclusion in the school community and ensure access to the School's curriculum, facilities and extra-curricular activities
- Administer or arrange diagnostic tests as required
- Advise teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs
- Contribute to in-service training for teachers at the school relevant to special educational needs.
- Ensure SEND register is up to date

The role of the Headteacher is to:

- Have a statutory overall responsibility for the necessary educational provision for any pupil with SEND
- Ensure that the SEND Policy is updated regularly in accordance with the various Acts.
- Be responsible for allocating finance for staff and resources for SEND

SEND Monitoring

Sending Agencies identify all the SEND relevant to the child. Class teachers are continually aware of children's needs and developmental targets. These are continually assessed and progress tracked against targets. The school will discuss any additional SEND identified by the school with the sending agency/parents/carers.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnosis. Parents/carers are advised to seek specialist advice where a diagnosis is required.

Working with Parents/carers and sending agencies

We aim to have good and informative relationships with all of our parents/carers and sending agencies. Informal feedback occurs weekly and there are termly reports.

We will listen to the views of parents and to any issues that are brought forward for discussion. We will share information with parents in informal conversations and planned meetings as well as maintaining dialogue if appropriate. Parents will be invited to review meetings to discuss their child's progress and to be involved in setting targets and agreeing appropriate intervention strategies to help the child both in the school and at home as appropriate. We respect the different perspectives of all parties concerned with children identified as having SEND. We will seek constructive ways to reconcile differing viewpoints. We respect that parents may have differing needs and/or disabilities.

Assessment and Provision

If the child or young person already has an identified SEND, then the records will be passed on when they start at the Bridge. Irrespective of whether a child/young person

has a statement or EHCP, the Bridge will determine the child's needs during the initial induction and assessment period. Then the SENDCo will:

- Disseminate information regarding individual needs, and strategies for addressing those needs, will be shared with staff on a regular basis
- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child and to ensure adequate progress within the class
- Identify any barriers to learning and individual strengths
- Ensure ongoing observation and assessment, provide regular feedback about the child's achievements and experiences, to inform the basis for the planning of the next steps of the child's learning
- Involve parents / carers in implementing a joint learning approach at home
- Identify different learning materials or special equipment
- Allocate extra adult time to devise the nature of the intervention and to monitor its effectiveness
- Provide staff development and training to introduce more effective strategies
- Access to LEA/NHS services for occasional advice on strategies
- Record the information on the SEN register

Education Health and Care Plan (EHCP)

Having a diagnosis (e.g. of ASC ADHD or dyslexia) does not mean that a child needs an EHCP. If an application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

The day to day practical responsibility of making provision rests with the school. It is the responsibility of the local authority to review the EHCP annually and the Bridge will cooperate with the review process.

Individual Education Plan (IEP)

The IEP will include information about:

- EHCP targets where applicable
- Barriers to learning
- Expected outcomes
- Planned programme
- Personal targets
- Review date

Teaching staff will give feedback to the team at daily debriefs and individual achievement targets, behaviour and learning targets will be reviewed. Critical thinking, social and emotional skills and functional skills targets will be reviewed on an ongoing basis and assessed termly. Reports will be sent to children, parents/carers and sending agencies termly.