

BRIDGEVIEW SCHOOL
SEN REPORT
2017/2018

Date: 21.07.2017

BRIDGEVIEW SCHOOL SEN offer 2017/2018

Bridgeview School is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

We firmly believe that all children and young people with special educational needs are entitled to an education which enables them to:-

- Achieve the best possible outcomes
- Make a successful transition through each stage of their lives
- Become confident individuals living fulfilling lives

The definition of special educational needs (SEN) and the definition of disability is contained within the schools SEN Policy on the website.

1. Special Educational Needs for Which Provision is Made

Bridgeview School currently supports Pupils who have a range of special educational needs described under the Code of Practice 2014 as

- Communication and Interaction

This includes speech, language and communication and the broad range of Autistic Spectrum Disorders.

- Cognition and Learning

Includes Severe, profound and multiple learning difficulties including dyslexia

- Social Emotional and Mental Health

This category includes attention deficit disorder, attention deficit hyperactivity disorder and any other issues identified under the definition of Mental Health.

- Sensory and/or Physical Needs

This can include a range of physical difficulties as well as hearing and visual impairment and multi-sensory impairment.

2. Policies for the identification and assessment of Pupils with SEN

- Information is gathered from the pupils previous setting prior to admission.
- Upon admission baseline assessments are made on levels of attainment and learning behaviours.
- Targeted assessments are made on pupils with a suspected SEN need on school entry or when required.
- Teachers are actively encourage to raise concerns in relation to Pupil progress or presenting behaviours with the SENCO in a timely manner. This supports the early identification of SEN within the setting.
- All Teaching and Support staff receive regular training

- Pupils who do not make expected progress through the graduated approach will be referred to and assessed by external agencies. These can include Educational Psychologists, iPASS, Northcott Outreach, Speech and language Therapy Service and Community Paediatrics. This list is not exhaustive.
- If it is then identified that a Pupil needs a significant amount of additional support then the SENCO and parent/carers will work together to submit a request to the Local Authority for an Education Health Care Plan (EHCP)

3. Policies for making provision for pupils with SEN

The policies outlined in this section apply to all Pupils with SEN whether or not they have an EHCP.

- The school closely monitors the progress of all Pupils including those with special educational needs. The effectiveness of the provision for these Pupils is evaluated to ensure they make adequate progress. This is reviewed termly with class teacher, parent/carers, SENCO and with the Pupils themselves.
- Pupils who are receiving support which is additional to or different from that of their peers due to their SEN needs will be assessed termly in line with the whole school policy of assessment. In addition these Pupils may be assessed in more specific terms using more detailed testing to evaluate their level of progress in their specific area(s) of difficulty.
- The approach to teaching pupils with special educational needs is tailored to the needs of each particular Pupil. Examples of which are:
In class TA support
Small group and 1:1 work – Around literacy/numeracy/social skills
Targeted support in their specific area of need
Differentiated support within lessons
Specific identified interventions delivered by a trained member of staff
Well-being and pastoral support delivered by our Life Coach
- Supervision for some Pupils during unstructured time.

4. Contact details of the SEN co-ordinator

SENCO name: Judith Burn

Contact Telephone Number: 01482 303329

Email: jburn@vennacademy.org

5. Expertise and training of staff in relation to children and young people with special educational needs.

- Ongoing records for all staff including teachers, teaching assistants and ancillary staff in relation to SEN training is recorded within the school
- Staff will attend course offered by the Local Authority

- Staff will be offered/actively seek training from internal and external trainers when necessary.
- 6. Equipment and facilities to support children and young people with special educational needs.**
- All needs for equipment and facilities will be assessed individually for each Pupil. Dependent upon the nature of the need funding may be provided by the school or requested for other appropriate agencies.

These may include iPASS and/or Occupational Therapy Services.

7. Arrangements for consulting with a parent/carer of a Pupil with special educational needs about the education of their child.

- Parent/Carers are involved with each stage of the assess plan do and review cycle.
- On admission and when required thereafter parent/carers are invited to discuss with the SENCO/Teachers the needs of their child. Parents share their knowledge in a positive discussion from which there can be agreed outcomes relating to how the pupils needs can be best met in this setting.
- Parent/carers can then have an active role in the planning and decision making process relating to their child.
- Parent/carers are kept informed of progress and outcomes in a variety of ways:

Informal liaison with class staff – end of day calls/home visits

Parents Evenings

Formal reviews of progress with class teacher.

End of year report meetings – creating 360 portraits

During these meeting/discussions a parent/carer centred approach ensures a positive approach to the review, decision making and next steps process.

All Pupils on the SEN register have a one page profile and 360.

8. Arrangements for consulting young people with special educational needs about their education

- The Pupil/Pupils is involved (as deemed appropriate) in each stage of the assess, plan, do and review process.
- At the initial assessing/planning stage the child/young person's wishes and aspirations are sought along with their desired outcomes and what support they perceive they need to achieve them.
- Thoughts and opinions of Parent/Carer are sought- Parent View
- Pen portraits and 360's are gathered – Life Coach
- Discussions with the Pupil can take place informally, formally in meetings or by submitting written input.
- Decisions can then be made regarding next steps for the Pupil concerned.

9. Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made in school

- Complaints about SEN provision within the school are first dealt with by the SENCO during arranged meetings.
- Where a satisfactory conclusion cannot be reached the Parent can then make an appointment to meet with the Head Teacher. If a satisfactory conclusion can then not be reached the Governing Body will become involved.
- The school participates fully in receiving and responding to information requests for Tribunals or Appeals.

10. How the Governing Body involves other bodies in meeting the needs of Pupils with special educational needs.

- Where a school has concerns that a Pupil may require additional or external support to meet their child's special educational needs then a request can be made to the Local Authority /service provider and/or other professional support services or voluntary organisation which may include:

Educational Psychologist

Speech and Language Service

Social and Communication Panel team

IPASS

National Autistic Society

Social Care

CAMHS

KIDS

School Nursing Team

Bereavement Support Team

Northcott Outreach

Tweendykes/Ganton Outreach

Barnardos

This list is not exhaustive. Advice may be sought from one or several service providers when considering the initiation of a statutory assessment.

Throughout this process the local authority has a duty to request the opinions of parents the school and allied professionals.

Following statutory assessment the Local Authority will make a decision whether an Education Health Care Plan is considered appropriate for the Pupil.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 .

All contact details are detailed in the links provided in the Hull Authority Local Offer.

12. Arrangements for supporting Pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

- All Pupils with special educational needs will require support and planning when they transfer between key stages from 0 – 25.
- Where a Pupil has a statement of SEN or an EHCP a preference for an educational setting can be made during the Annual review process a year prior to transition. The Local Authority can then consult with the preferred school. A request for a special school place should be made early in YR5 or YR9 to determine that a suitable provision can be considered. The SEN Team will administer the process following any parental request.
- Transition planning packages need to be carefully planned and educational settings now offer additional visit times and transition meetings to support all new pupils. Use of social stories and transition booklets help support Pupils and aids transition.
- All Pupils with a statement of SEN /EHCP should have their secondary transfer placement confirmed by 15th February in YR6.

13. Information on where the local authority's offer is published

Please visit the local offer website

www.connecttosupport.org/hull