



Bridgeview  
**SEN Policy**

**Bridgeview school is a setting for children with social, emotional and behavioural difficulties. Engaging, protecting and teaching 'our children' must be the starting point for all policies. This policy must be read in conjunction with our Safeguarding policy.**

## **Introduction**

The Special Needs 1996 Education Act defines children who have special needs as those who have a learning difficulty which calls for special educational provision to be made for them. Children have a special need if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- c) exhibits behaviour that is impedes their own and others educational progress

We provide a broad, balanced and focussed curriculum for children with special needs. The National Curriculum is our starting point for planning and teachers set suitable learning challenges and respond to the children's diverse learning needs.

## **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all students to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our students have a voice in this process.

The objectives of this policy are:

- there is a whole school approach to special education needs provision
- to adopt a graduated approach that encompasses a variety of strategies. This approach recognises that there is a continuum of special educational needs and where necessary brings increasing specialist knowledge to bear on the difficulties that a child may be experiencing
- to ensure that students with often complex needs have access to the full curriculum through careful assessment, planning and recording of progress. Staff will provide

differentiated work and, where necessary, structured learning programmes to meet the specific needs of individual children

- to work in partnership with parent/carers, ensuring that they are consulted, kept informed at all stages and that their views are noted
- to involve students, where possible, in all the decision making processes that occur in education
- to ensure students are involved in their individual education plans
- to continue to develop close links and effective liaison with external agencies
- to provide appropriate CPD to increase staff expertise and knowledge of new legislation
- to maintain and improve a bank of appropriate resources for children with special needs

## **Educational Inclusion**

Our school aims to offer excellence and choice to all our students, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our school community. Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We:

- allocate KEY adults to support individual students
- provide support for communication, language, literacy and numeracy;
- plan to develop students understanding through a variety of experiences;
- plan for students full participation in learning and in physical and practical activities.
- help students to manage their behaviour and to take part in learning effectively and safely;
- help students to manage their emotions, particularly trauma or stress and to take part in learning.

**All staff are responsible for meeting the needs of children and young people with complex needs by:**

- planning a learning and behaviour curriculum fit for purpose
- focussed marking and targeted feedback
- assessing progress and reviewing targets
- informing the SLT of any concerns;
- liaising with parent/carers

All students are assessed in their learning and behaviour to make sure our interventions are having a positive impact. Targeted support will be triggered when a student;

- makes little or no progress in learning or behaviour
- continues to work at levels significantly below those expected
- presents persistent emotional and/or behavioural difficulties
- has communication and /or interaction difficulties

Following a review of the student's progress a judgement has to be made as to whether it is adequate progress, bearing in mind that not all students will progress at the same rate. Adequate progress can be defined in a number of ways, in that it:

- closes the attainment gap between the student and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the student's behaviour.

We will work alongside all agencies and seek advice on resources, technology, classroom management or direct teaching strategies. Progress is monitored and opportunity given to parents for consultation.

### **Looked After Children – Personal Education Plans**

Every child or young person who is looked after by a local authority must have a Care Plan, whether they are accommodated or on a care order and regardless of placement. The Care Plan sets out long term objectives for them and the arrangements for achieving these objectives. The overall Care Plan will incorporate the 'Personal Education Plan' (PEP), which has to include information on special education arrangements made for the individual and will involve parents, carers, teachers and the child in forward planning. The meeting for the PEP will usually take place at the school and is initiated by Social Services colleagues.

### **How we use Pastoral Support Plans in mainstream**

A Pastoral Support Plan should be automatically set up for a student who has had several fixed period exclusions that may lead to a permanent exclusion or who has otherwise been identified as being at risk of failure at school through disaffection.

We follow guidance set out in DfEE Circular 10/99 'Social Inclusion: Student Support'. When setting up a PSP with schools this should be in agreement with parents and include a relevant member from the LA. The LA representative could be from the Education

Welfare Service, Special Educational Needs Support Service, Educational Psychologist and White House Unit. The services of the Parent Partnership Co-ordinator will be available to parents to ensure that their interests are represented. We recognise, as the Code of Practice states, that a Pastoral Support Programme should not be used to replace the graduated response to Special Educational Needs.

### **The role of the Governing Bodies**

The governors/directors have due regard to the Code of Practice when carrying out its duties towards all students with special educational needs and will secure the necessary provision for any student identified as having special educational needs. The committee has identified a governor to have specific oversight of the school's provision for students with special educational needs. This member is aware of SEN provision, including the deployment of funding, equipment and personnel.

If a complaint is received about SEN provision in school from a parent or carer the following procedures will be followed.

a) The Headteacher will investigate the matter in terms of:

- Identification
- Planning for differentiation
- Monitoring
- Planning, provision, evaluation and assessment

If applicable the use of the Education Health Care Plan cash values

- b) If necessary advice will be sought from the Special Educational Needs service and the Educational Psychologist.
- c) The parent or carer will be invited into school to discuss the situation and any amendments, which may have to take place.
- d) The SEN member will be notified immediately.
- e) If the parent or carer is still not satisfied with the school SEN arrangements, then he/she will be given the appropriate advice to go through the formal complaints procedures and be referred to the SEN Governor for advice.

### **Assessment**

The teaching and support staff assess and monitor student's progress. Tracking progress in Maths, Reading, Writing and Speaking/Listening and behaviour takes place half termly. Students who are not on their personal target track will be supported by focussed personalised planning and or/ interventions.

## **Access to the Curriculum**

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet students' special educational needs. Lessons have clear learning objectives and success criteria; we differentiate work appropriately and we use assessment to inform the next stage of learning.

## **Partnership with stakeholders**

We work closely with all parent/carers and are rigorous in maintaining contact records. We have regular student progress meetings with parent/carers. The Safeguarding Officer or delegated staff are involved in meetings for families who are known to social care. We will share information with all external agencies. The City Psychological Service will advise, train and support the school.

## **Student Participation**

We encourage students to take responsibility and to make the right decisions; this is part of the culture of our school. Students are involved in setting targets and are encouraged to make judgements about their own performance against their targets. We recognise seek and strive for success.

**Reviewed: January 2016**