

SEN policy and information report

Bridgeview School



Approved by: [Name]Nicola Witham

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1. Aims

Vision

Bridgeview School is committed to meeting the needs of all pupils 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

Identification and assessment of Pupils with SEN

All pupils in Bridgeview School have an Education Health Care Plan(EHCP)

Information is gathered from the pupils previous setting prior to the admission meeting.

Upon admission baseline assessments are made on levels of attainment and learning behaviours.

Each pupil has an individual positive handling plan

Teachers are actively encouraged to raise concerns in relation to Pupil progress towards identified targets in the EHCP or presenting behaviours with the SENCO in a timely manner. This supports the continued identification of SEN need within the setting.

All Teaching and Support staff receive regular training

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 with special educational needs. All pupils in the Bridgeview School are on the SEN register. The effectiveness of the provision for these pupils is evaluated to ensure they make adequate progress. This is reviewed half termly with class teacher, parent/carer, SENCO and with the pupils themselves.

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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 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 schools

Special educational provision is an 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 schools.

4. Roles and responsibilities

4.1 The SENCO is Judith Burn

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They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

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

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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 pupil 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 pupil'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 school currently provides additional and/or different provision for a range of needs, including: Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

This includes social emotional mental health, speech, language, communication and the broad range of Autistic Spectrum Disorders.

5.2 Working with SEN Pupils and assessing their needs

On admission to Bridgeview School we will assess each pupil's current skills and levels of attainment on entry, and use information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and hold regular Annual review meetings with pupil, family and other relevant professional agencies. This will also include monitoring in areas other than attainment, for example, social emotional and mental health needs.

5.3 Consulting and involving pupils and parents

We will work closely with pupils, parents and professional at Bridgeview School.

These conversations ensure that:

- Everyone develops a good understanding of the pupil'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 any identified next steps.

All pupils in Bridgeview School have an EHCP

5.4 Assessing and reviewing pupils' progress towards outcomes

Through the vehicle of the Annual Review we will assess and review our pupils progress towards the Outcomes identified in their EHCP.

Prior to the Annual Review the class will work with the SENCO to carry out a clear analysis of the pupil's current presenting needs. This will include:

- The teacher's assessment and experience of the pupil

- Their previous progress, attainment and behavior.
- Other assessments, where relevant
- 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.

All teachers and support staff who work with the pupil 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 pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We share our risk assessment which outlines strategies and de-escalation techniques which have been found to work for that individual pupil.

Transition to Senior School is managed by the Transition co ordinator. Pupils will visit their senior school supported by a member of the Bridgeview School class staff for as many visits as the school are able to schedule.

5.6 Our approach to teaching pupils with SEN

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

High quality teaching supports all our pupils. The work will be differentiated for individual pupils.

We will also provide the following interventions:

- In class TA targeted 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 including ELSA delivered by our Personal Development mentor.
- Increased supervision for some Pupils during unstructured time

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils 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 and learning, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a dedicated team of Support Staff, a Personal Development Team and a Pastoral Team to support the complex needs of our pupils.

Teaching assistants will support pupils on a 1:1 basis and in small groups based on current need at the time and as directed by class teacher.

When we have concerns that a Pupil will need additional or external support to meet their special educational needs then a request can be made to the Local Authority /service provider and/or other professional support services or voluntary organization which may include:

Educational Psychologist

Speech and Language Service

Social and Communication Panel team

IPASS

National Autistic Society

Social Care

Dyslexia Sparks

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.

5.9 Expertise and training of staff

Our SENCO has 4 years experience in this role and has previously worked for a number of years in Health , has project managed the implementation of new IT systems and managed a Centre for children with special needs and disabilities in Hull.

She is allocated 3 days a week to manage SEN provision across Whitehouse PRU and Bridgeview School.

We have a team of 15 teaching assistants,) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in the following:

Safeguarding Children Awareness

Understanding Dissociation

Visual supports and Structures

Promoting Positive Behaviour

Understanding Autism Anaphylaxis- Recognition and Treatment

Theraplay and Neuroscience, Attachment and impact on resilience.

We use specialist staff for ELSA interventions.

5.10 Securing equipment and facilities

- The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' (EHCP) will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation. They will also receive additional support linked to their needs. This support may take various forms:
 - In class support from teaching assistants
 - Small group support
 - Specialist 1:1 support
 - Support from external agencies
 - Provision of specialist resources
 - Children are given additional and differentiated support and Interventions are put in place to support their learning and the impact of that provision measured.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their targets each term
- Regularly reviewing the impact of identified interventions
- Annual and Interim EHCP reviews
- Monitoring by the SENCO
- Using provision maps to measure progress

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, following a review of each pupils risk assessment and having received parental consent.

All pupils are encouraged to go on our annual residential trip to Robin Hoods Bay

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

We are an inclusive setting and no pupil will ever be excluded from taking part in these activities because of their SEN or disability.

- Our schools accessibility plan is on our website

5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our friendship group to promote teamwork/building friendships etc.
- We promote Pupil Voice across the setting
- Pupil Champion work 1:1 and group work with identified pupils.
- Emotional Wellbeing staff and sensory room.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

As a setting we work closely with external agencies including Health, Social Care, The Local Authority and with the Voluntary Sector including KIDS to meet our pupils SEN needs and to support our families.

Any Annual or Termly review meetings do include invitations to appropriate professions inviting them to attend and contribute.

We work closely with CAMHS and meet termly with them. Northcott Outreach visit termly to review pupil plans. The Virtual School are in regular contact in relation to our LCA pupils.

We also work across boundary with NE Lincolnshire, Lincolnshire, York and Doncaster Local Authorities.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be investigated using the school's complaints policy.

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

- All support services available across the City of Hull are contained in the Local Offer.

5.17 Contact details for raising concerns

Nicola Witham
Head
The Venn Academy
Pickering Road
Hull
HU4 7AD

5.18 The local authority local offer

Our local authority's local offer is published here: hull.mylocaloffer.org

6. Monitoring arrangements

This policy and information report will be reviewed by Nicola Witham annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

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