



SEN and Disability Policy

This policy should be read in consultation with the Accessibility Plan, Annual SEN Report and the SEN information guide.

Mrs Stoker is our SENDCo. She can be contacted at Bridgewater School on 0191 2745290. She is also Deputy Head and is the school's advocate for SEN on the Senior Leadership Team.

Mrs Stoker achieved the National Award for SEN Coordination (NASC) in 2015 and has been in post as SENDCo since 2015.

This policy was developed in accordance with Local Authority guidelines and shared on our website and through reviews with stakeholders, including parents and families.

Rationale

At Bridgewater every child is equal, valued and unique. We aim to provide an environment where all children feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. Bridgewater is committed to providing an education that enables all children to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We aim to develop children's social skills, optimize their emotional wellbeing, link well with parents, carers and secondary schools, and carefully plan transitions so that children are prepared for the next stage in their education.

Through implementing this policy and the following listed policies and guidance, we will ensure that steps are taken to prevent disabled pupils from being treated less favourably than others.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014.
- Implement our school's Anti-Bullying Policy to support children with SEN and Disability.
- To provide full access for all children to a broad and balanced curriculum.

- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To ensure that parents/carers are fully engaged in decision-making.
- To take into account the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEND.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND. Children who have a statement of an Education, Health and Care Plan which names the school will be admitted to the school.

Please see our Admission Policy.

Roles and Responsibilities

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for:

- overseeing the day-to-day operation of the policy;
- coordinating provision for pupils with SEND;
- liaising with the Designated Teacher where a looked-after pupil has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure that a child and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.

The class/subject teacher:

- Set high expectations which inspire, motivate and challenge children
- Promote good progress and outcomes for children
- Plan and teach lessons in which teaching responds to the strengths and needs of children with SEND
- Work closely with support staff in the planning and monitoring of interventions

- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEND eg. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to children's achievements and pupils well-being

The assistant SENDCo supports individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/programmes.

The governors have appointed one of their number to be link governor for SEND. The headteacher has appointed a designated member of staff to be responsible for child protection.

The designated member of staff for looked-after (LAC) children is the Head Teacher. We follow the statutory guidance on the role and responsibilities of the designated teacher for looked after and previously looked after children (DfE 2018). We also work closely with the Virtual School and attend training to support children who are looked after and previously looked after. The designated teacher and SENCo meet on a half termly basis to ensure that arrangements are put in place for children who are looked after and also have SEN and/or disabilities. SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

Specialised Provision

An Early Years Assessment Additionally Resourced Centre is at Bridgewater, which is accessed by children across the city. Places are allocated by a panel of Local Authority representatives.

Access to Facilities and Provision:

Please refer to the school's accessibility plans which outline how we:

- increase access to the curriculum for pupils with a disability;
- improve and maintain access to the physical environment;
- improve the delivery of written information to pupils.

Allocation of Resources

The Head Teacher and SENDCo are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a child's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum

All children have access to a broad and balanced curriculum. All children receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our Parents/Carer' SEND Information Report and Annual SEND Report provide a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. We encourage parents in SEND reviews to take up opportunities through the Newcastle Local Offer. (Please see our Teaching and Learning policy)

Identification, Assessment, Planning and Review Arrangements

Bridgewater follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole-school practice for all children and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. Parental concerns and observations also help to identify children who need support. A provision map/intervention map outlines all SEND support and is updated each term.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked-after child
- Being a child of service personnel

SEND support – four-part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified, an initial concerns checklist is completed and discussed with the SENDCo.

Assess

The class or subject teacher, working with the SENDCo, will carry out a clear analysis of a child's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified, during parent consultation days and more formal reviews. Adjustments, interventions, support and review date will be agreed with staff, parents and child. This will be recorded on the school provision maps.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists. School liaises with the following services: Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team. School also buys in additional time from a number of these services.

Additional Top-Up Funding

Where a child's needs exceed the nationally prescribed threshold, additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

Further details on provision for pupils with SEND can be found in the SEND information document.

SEND information document

This document can be found on the school website and within the school brochure. It outlines the provision Bridgewater makes for all children with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. In addition, the Annual SEND Report includes an evaluation of impact of the above provision on outcomes for pupils with SEND.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to secondary the children and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school/setting through the review process.

Partnership with Parents/Carers:

Bridgewater has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). This service provides information, advice and support at any stage of a child or young person's education and provides an Independent Supporter for families in the process of getting an Education, Health and Care Plan.

Parents are fully involved in the review process. We use the language line service to provide interpretation for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Family Support Worker, Donna Blacklock, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan (formerly known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all children are valued. Children with SEND are supported to be involved in decision-making and to be able to express any concerns. All children are aware of their individual targets and their views on progress are discussed at review. Children in key stage 2 are invited to attend their termly review meeting where appropriate.

Monitoring and Evaluating the Success of Provision- for further details see Annual SEND Report:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the senior leadership team.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all children.
- Assessment records that illustrate progress over time – e.g. reading ages.
- Pre- and post-assessments for those pupils who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEND.
- The views of parents/carers and pupils.
- Regular meetings between SENDCo, assistant SENDCo and Head Teacher.
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA SEND Review to externally validate provision and outcomes for pupils with SEND.

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and Pupil Progress Meetings to plan appropriate CPD in relation to SEND. The SENDCo ensures that staff are informed of local and national developments in relation to SEN, Disabilities and Inclusion.

Training needs are identified and, where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in-school training by the SENDCo. We also work with SENDCos across the West End Schools' Trust to provide training and work collaboratively.

See Annual SEND Report for details of staff training.

Medical Conditions

The school will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a child also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Please refer to our Medical Conditions Policy. Mrs Stoker is responsible for managing medical conditions in schools.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker/class teacher attempts to resolve matters, then if required the SENDCo and/or Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will

become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

(Please refer to our Complaints Procedure)

This SEN and Disability policy will be reviewed annually.

Reviewed: September 2020

Next review: September 2021

Related policies/reports/guidance: Admissions Policy, Accessibility Plan, Annual SEN Report, Anti-bullying Policy, Medical Conditions Policy, Safeguarding Policy, Teaching and Learning Policy.