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## SEND Policy

The SEND Coordinator (SENCO) is Sarah Whitelaw, 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 an impairment 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 pupils is the responsibility of all staff at the Bridge.

### SEND at the Bridge

Bridge School Malvern is an independent Special Needs School supporting 11-24's to flourish and progress to successful adulthood. We have a creative and therapeutic approach to learning, recognising emotional and social well-being is key to achieving well.

Our aim is to meet young people's learning and emotional needs, and to support them in improving their employment and life chances. The development of positive attitudes to learning and aspirational life goals are central to the support we provide.

Pupils aged 11-16 attend the school situated on the outskirts of Hanley Swan. We have a broad range of facilities including a fully equipped catering kitchen, art room, music room, and general use classrooms. Outside we have a five acre site with views to the Malvern Hills. We have a range of vocational facilities including a construction/woodwork workshop, outdoor and indoor animal care and hospitality. There is a large horticultural polytunnel and an extensive growing area and wildlife pond. We have a range of farm animals in our smallholding.

Pupils aged 16-24 attend our Sixth Form, BSF, based in Barnards Green in Malvern. Here we have four micro businesses: business and retail, manufacturing, print and catering. Young people are supported by career mentors to develop their independence and skills

needed to be ready for work. When they are ready young people undertake regular work experience as part of their overall programme.

Types of SEND typical at the Bridge include:

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

### **Disability and Special Educational Needs**

Bridge School Malvern aims to provide an environment that enables full curriculum and/or access for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Bridge Accessibility Plan shows how access is to be maintained and improved for disabled pupils, staff and visitors to the school and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Bridge Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

The Bridge currently has limited facilities for young people who are 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 impairment 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 Local Authority (LA), who consult with the Bridge for a placement for a child who has any impairment 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 via stairs. The building is located within an industrial park and includes classrooms, a catering kitchen, an art room, a library, a pupil reception area, toilet facilities, and offices. Outside, there are additional classrooms and offices, a music room, a woodwork workshop, a green woodworking area, a boot room, a smallholding with a mix of farm animals, and a growing area featuring a large polytunnel. There is also space designated for outdoor activities. The smallholding is mostly accessible via hardcore paths; however, off these paths, the ground is uneven, making wheelchair access inadvisable during or after 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. Access to the outside classroom areas is via steps.

The Bridge in Barnard's Green is a two-storey building that includes offices, classrooms, an art studio, a training kitchen, and a dining area. The upper floor is accessed via stairs. Adjacent to the main building is a single-storey enterprise unit that contains a workshop, a print room, and a classroom. Both buildings are located within a small industrial park, with parking available.

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 needs 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**

Local Authorities (LAs) 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 LA/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 LAs, and provide informal feedback weekly and termly progress 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. The Bridge will work to the outcomes of the EHCP and also determine the child's needs during the initial transition/induction period. 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 approach at home if necessary
- Identify different learning materials or special equipment
- Allocate interventions and monitor their effectiveness
- Provide staff development and training to introduce more effective strategies
- Access to LA/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 LA 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 LA to review the EHCP annually and the Bridge will cooperate with the review process.

### **Individual Provision Map (IPM)**

The IPM will include information about:

- EHCP targets where applicable
- Strategies to overcome barriers to learning
- Interventions
- Review of targets and current 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.