



## Special Educational Needs and Disabilities (SEND) Policy

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## **Aims and Objectives**

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure that our school fully implements national legislation and guidance regarding learners with SEND.
- Set out how our school will:
  - Support and make provision for learners with special educational needs and disabilities.
  - Provide learners with SEND access to all aspects of school life.
  - Help learners with SEND fulfil their aspirations and achieve their best.
  - Help learners with SEND become confident individuals living fulfilling lives.
  - Help learners with SEND make a successful transition into adulthood.
  - Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner.
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND.
- Communicate with, and involve, learners with SEND and their parents or carers in discussions and decisions about support and provision for the learners.
- Make sure the SEND policy is understood and implemented consistently by all staff.

## **Vision and Values**

Three Bridges Education supports and educates learners with Autism (and those with associated conditions) from age 11 – 19 (Key Stage 3 & 4 and post-16 education). All the learners have an Education, Health, and Care Plan (EHCP) and come from different backgrounds having a variety of past and present experiences.

We use evidence-based practices when teaching and supporting our learners.

Our use of peer and group work enables the learners to build tolerance of others, co-operative skills, and social skills through the learning environment. Co-operative learning builds self-awareness and awareness of differences in others.

Our vision statement is 'We discover ourselves, explore our abilities and transition into future opportunities'.

At Three Bridges Education we recognise and value our role in shaping the lives of our learners. We help them to realise their talents and build their confidence, self-esteem, and independence. We support them in learning to understand what they find difficult and to overcome any barriers they may experience, wherever possible.

We liaise with a wide range of support services to ensure a multi-agency approach is applied, creating the best support and opportunities possible.

At Three Bridges Education we will provide all learners with access to a broad and balanced curriculum, designed to meet their individual needs.

We are committed to making sure that all our learners have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of learners, no matter how varied.

## Legislation and Guidance

This 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 learners with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators, and the special educational needs (SEN) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for learners with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.
- The [Governance Handbook](#), which sets out the Director's responsibilities for learners with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all learners whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

## Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum, and the environment to make sure that learners with SEND are included in all aspects of school life.

## Definitions

### Special Educational Needs

A learner has SEN if they have a learning difficulty or disability that requires 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 most 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 educational or training provision that is additional to, or different from, that made generally for other learners of the same age by mainstream schools.

### Disability

Learners are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. (Equality Act). Three Bridges Education makes reasonable adjustments for learners with disabilities, so that they are not disadvantaged.

## Areas of Need

The needs of learners with SEND are grouped into four broad areas. Learners can have needs that cut across more than one area, and their needs may change over time. All learners' SENDs are detailed in their Education, Health, and Care Plans. Interventions will be selected that are appropriate for the learner's SEND, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Learners who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Learners with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>
Social, emotional, and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression, or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the learner becoming withdrawn or isolated.</p>

AREA OF NEED		
Sensory physical	and/or	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Learners may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Roles and Responsibilities

### The Special Educational Needs Coordinator (SENCO)

Teachers carry out the SENCO role for their learners. They do this by:

- Liaising with parents or carers regarding their SEND and provision made.
- Having the day-to-day responsibility for the operation of this policy.
- Providing professional guidance to colleagues and liaising and working with staff, parents, carers, and relevant professionals to ensure that learners with SEN receive appropriate support and high-quality teaching.
- Advising on the deployment of the budget and other resources to meet learners' needs effectively.
- Acting as a point of contact for external agencies, including the local authority and its support services, and working with external agencies.
- Liaising with potential next providers of education to make sure that the learners and their parents / carers are informed about options and that a robust transition is planned and implemented.
- When a learner moves to a different setting, ensuring that all relevant information is sent to the appropriate authority and setting in a timely manner.
- Working with the principal to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps its records of all learners with SEND up to date and accurate and secure.
- With the principal, monitoring to identify any staff who have specific training needs regarding SEN, and incorporating this into the education 's plan for continuous professional development.
- With the principal, regularly reviewing and evaluating the breadth and impact of the SEND support the school offers, and co-operating with the LA in reviewing the provision that is available locally and in developing the local offer.

### The Directors

The Directors are responsible for making sure the following duties are carried out, the duties can be delegated:

- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer.

- Do all it can to make sure that every learner with SEND gets the support they need.
- Inform parents/ carers on the special educational provision made for their child.
- Make sure that the school has arrangements in place to support any learners with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents/ carers on their child's progress.
- Record accurately and keep up to date the provision made for learners with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the education 's accessibility plans.
- Make sure that there is a suitable and knowledgeable teacher(s) carrying out the SENCO.
- Determine their approach to using their resources to support the progress of learners with SEND.
- Ensure that all learners from year 8 are provided with independent careers advice.

### **The Principal**

The principal will:

- Determine the strategic development of the SEND policy, under the governance of the Directors.
- Ensure that the education meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress.
- Have responsibility for monitoring the budget and funding allocated by the LA. Reporting to the Director's.
- Make sure that the teachers have enough time to carry out their duties.
- Advise the LA when a learner needs an early review of their EHC Plan.
- Monitor to identify any staff who have specific training needs regarding SEN and incorporate this into the plan for continuous professional development.
- Regularly review and evaluate the breadth and impact of the SEND support the education offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Monitor and adjust risk assessments to ensure learners, staff and the learning environments are safe at all times.

### **Teachers**

Each teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet learner needs.
- Undertaking risk assessments for all activities to ensure the safety and well-being of learners and staff.
- The progress and development of learners.
- Working closely with Learning Support Assistants (LSA's) and other staff to plan and assess the impact of support and interventions and consider how they can be linked to teaching.

- Review each learner's progress and development and advise on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents/ carers regularly to:
  - Set clear outcomes and review progress.
  - Discuss the activities and support that will help achieve the set outcomes.
  - Identify the responsibilities of the parent/ carer, the learner, and the education.
  - Listen to the parents/ carers concerns and their aspirations for the learner.
  - Support learners in using their voice safely and effectively.

### **Parents or Carers**

Parents or carers should inform the education if they have any concerns about their child's progress or development. Parents or carers will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings, as required, to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside of education and any changes in their child's needs.
- Given the opportunity to share their concerns with staff.
- Given an annual report on their child's progress.

The school will seek and consider the views of the parent or carer in any decisions made about the learner.

### **The Learner**

Learners will always be given the opportunity and support to express their views, including about their SEND and the support provided. They will be invited to and supported to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending and/ or participating in review meetings.
- Giving feedback on the effectiveness of interventions.

The learner's views will be sought and taken into account in making decisions that affect them, whenever possible.

### **SEN Information Report**

Three Bridges Education publishes an SEN information report on its website, which sets out how this policy is implemented in education. The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **Our Approach to SEND Support**

When deciding on how best to support a learner's SEND, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents/ carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We work in a multi-agency way to make sure we get relevant information before the learner starts at the school, so support can be put in place as early as possible.

### **Evaluating the Effectiveness of SEN Provision**

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

- Tracking learners' progress and assessing learning.
- Using learner questionnaires in various means and formats.
- Holding annual reviews of EHC plans.
- Collating and evaluating feedback from the learners and their parents/ carers.

### **Training of Staff**

Training will regularly be provided to the teaching and support staff. The principal will continuously monitor identifying any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

### **Links with External Professional Agencies**

Three Bridges Education recognise that it won't be able to meet all the needs of every learner by themselves. Whenever necessary the school will work with external support services such as:

- Speech and language therapists.
- Educational psychologists.
- Occupational therapists.
- Physiotherapists.
- General practitioners or pediatricians.
- School nurses.
- Child and adolescent mental health services (CAMHS).
- Education welfare officers.
- Social services.
- LA officers e.g., SEN.

### **Admission and Accessibility Arrangements**

#### **Admission Arrangements**

The placement must be requested by a Local Education Authority or Social Services.

Parents or carers who are considering a place at Three Bridges Education for their child are advised to contact us to arrange a visit. Following this, parents or carers should contact the local authority with a request for placement at Three Bridges.

Prior to admission a full needs assessment will be undertaken. Once an offer of placement has been agreed a transition plan will be established to best meet the needs of the learner. In the event of over-subscription, Three Bridges would carry out a needs assessment and offer the place to the learner whose needs we could most closely met.

#### **Accessibility Arrangements**

Three Bridges Education makes a number of reasonable adjustments to prevent disabled learners from being treated less favourably. Our Accessibility Plan covers how we will:

- Increase the extent to which disabled learners can participate in the curriculum.
- Improve the physical environment to enable disabled learners.



- Improve the availability of accessible information to disabled learners.

### **Complaints about SEND Provision**

If parents or carers have concerns about our SEND provision, they should first raise their concerns informally with the teacher or principal. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents or carers are welcome to submit their complaint formally.

Formal complaints about SEND provision should be made to the principal in the first instance. They will be handled in line with our complaints policy.

If the parent or carer is not satisfied with our response, they can escalate the complaint. Further information can be found in the [SEN Code of Practice](#).

### **Monitoring and Evaluation Arrangements**

We are always looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in the first section. We will evaluate how effective our SEND provision is with regards to:

- Staff awareness of learner SENDs.
- How early we identify changes in learners SENDs.
- Supporting learner's progress and attainment.
- Whether learners with SEND feel safe, valued, and included in the school community.
- Comments and feedback from learners and their parents or carers.

This policy will be reviewed by the principal every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the Directors.

### **Links with Other Policies and Documents**

This policy links to the following documents:

- SEN Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Supporting Learners with Medical Conditions Policy
- Attendance Policy
- Admissions Policy
- Safeguarding and Child Protection Policy
- Complaints Policy