

# SEND Policy



Pride  
Passion  
Partnership  
Professionalism  
Positivity

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# Education Intent Statement

## Our Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

### Place

Supporting people to find, retain, transition safely into homes and communities

### Purpose

Working with people to achieve their purpose in education, employment or training

### People

Building networks of people around individuals

## Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young people positively with their purpose through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate people with high expectations in a place that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

## Our Educational Intent:

	Evidenced in this policy?
<p><b>Brilliant basics, magic moments</b></p> <p>Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.</p> <p>Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development</p> <p><b>Relationships beat structures</b></p> <p>Treat pupils as individuals and help them to build bright futures in both their personal and professional lives</p> <p>Things about you, built with you, are for you</p> <p>Understand pupils' unique needs and help them overcome their barriers to learning</p> <p>Engage pupils with a broad and rich curriculum so they can realise their ambitions</p> <p>Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.</p> <p><b>Unleash Greatness</b></p> <p>Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.</p> <p>Instil belief in pupils so they can progress and succeed in education, training and employment</p> <p><b>Let robots be robots and humans be human</b></p> <p>Ensure pupils have a rounded understanding of themselves and the world around them.</p> <p>Harness curiosity and nurture a love of learning.</p> <p>Support and protect our pupils to be safe and feel safe online and offline.</p> <p><b>Incubate, accelerate, amplify</b></p> <p>Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals.</p>	

## 1. What is the policy about?

This policy outlines the requirement and expectation of all members of staff at The Bridge for the provision of education for pupils with Special Educational Needs and Disabilities. It complies with the following:

- The statutory requirements set out in the SEND code of practice 0-25
- 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

We define pupils with Special Educational Needs & Disability (SEND) as those who have

'A significantly greater difficulty in learning than the majority of others of the same age, or has a disability 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' (Code of Practice 0-25).

These difficulties may be physical, emotional, psychological or medical. The definition of learning difficulty does not apply to pupils who face barriers to learning due solely to having English as an additional language.

Fen Rivers is committed to supporting pupils and helping them to develop the skills they need to progress to the next stage of their life and learning. This is achieved through identification of need and providing appropriate support in areas and at a pace, which is unique to the pupils, whilst maintaining an inclusive philosophy.

### Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance, provided in the SEND Code of Practice.
- Ensure that all pupils reach their potential through the implementation of this policy.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide support, advice and training for all staff working with special educational needs pupils.
- Promote positive attitudes to learning.
- Provide pupils with equality of opportunity and promote social inclusion.
- To identify and overcome specific barriers to learning.
- To monitor and review EHCPs regularly.
- Raise educational achievement especially in relation to literacy and numeracy.
- Promote pupils' personal, spiritual, moral, cultural and social development as an integral part of their experience.
- Foster positive relationships based on trust.
- Develop pupils' self-esteem and self-worth.

- Prepare for the next stage of their career e.g. reintegration, college placements, work experience;
- Work in partnership with parents/carers and all relevant support agencies.
- Assess, apply and provide access arrangements for examinations where necessary.

## 2. Who does this policy apply to?

All pupils, staff, parents, external agencies, commissioners.

## 3. Roles and responsibilities

### 3.1 The SENCO

The SENCO of Fen Rivers will:

- Work with the headteacher and SEN local 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 graduated approach to providing SEN support
- 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

### 3.2 The SEN local governor

The SEN local governor will:

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

### 3.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN local 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

### 3.4 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

### 3.5. Monitoring arrangements

This policy will be reviewed by The Headteacher every year.

The information report will be:

Reviewed every year by the SENCO.

Updated if any changes to the information are made during the year

Both documents will be approved by the board of trustees.

## 4. Related policies

- The Bridge Equality and Diversity Policy
- Curriculum Policy
- Medical needs Policy
- Personal care Policy
- SEND information report

#### Policy Owner and Contact Details

Dr. Penny Barratt, CEO

For further information on the Policy, please contact via email  
penny.barratt@thebridgetrust.academy or phone 020 7619 1000

Next Review Date: September 2024

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## Appendix

### SEN Information Report for Fen Rivers

#### 1.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

#### 1.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. 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.

#### 1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure 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 what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### 1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the 4-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.



This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment and behaviour
- Other teachers' 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, if relevant

The assessment will be reviewed regularly.

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.

### **1.5 Supporting pupils moving between phases and preparing for adulthood**

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

### **1.6 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 is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

### **1.7 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, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **1.8 Expertise and training of staff**

Our SENCO is Jodie Reedman. We have a team of teaching assistants, and four advocates who are trained to deliver SEN provision.

In the last academic year, staff have been in trained trauma and mental health informed practice, therapeutic teaching, restrictive physical intervention (Team Teach), phonics (Sounds Write), working with students with dyslexia, working with students with ADHD,

### **1.9 Securing equipment and facilities**

Funding is allocated from the main school budget to secure equipment and facilities to support all pupils.

### **1.10 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils' school.

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on educational trip(s) linked to the curriculum
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **1.12 Support for improving emotional and social development**

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

- All pupils are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.

### **1.13 Working with other agencies**

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' needs and supporting their families.

### **1.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints compliments and feedback 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

### **1.15 Contact details of support services for parents of pupils with SEN**

Norfolk SENDIASS Home Page

### **1.16 Contact details for raising concerns**

01553 887330 [FenRiversOffice@thebridgetrust.academy](mailto:FenRiversOffice@thebridgetrust.academy)

### **1.17 The local authority local offer**

Our local authority's local offer is published here: [SEND Local Offer - Norfolk County Council](#)

## Annex 1: Equality Impact Assessment

### 1. Summary

<b>This EIA is for:</b>	SEND Policy
<b>EIA completed by:</b>	Executive Principal
<b>Date of assessment:</b>	September 2022
<b>Assessment approved by:</b>	Education SLT

The Bridge is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, The Bridge has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

<b>Objectives and intended outcomes</b>
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

## 2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<b>Age</b> Does this policy impact on any particular age groups or people of a certain age?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<b>Disability</b> Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<b>Gender reassignment (transsexual, transgender, trans)</b> Does this policy impact on people who are transitioning from one gender to another (at any stage)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<b>Marriage and civil partnership</b> Does this policy impact on people who are legally married or in a civil partnership?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<b>Race</b> Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Religion and belief</b> Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.

<b>Sexual orientation</b>  Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.
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### 3. More information/notes