

SEND Policy



Pride
Passion
Partnership
Professionalism
Positivity

Name of Document	Special Educational Needs and Disability (SEND) Policy
Status	Approved
Date Approved	26 September 2024
Policy Approver	Trust Board of Directors
Policy Owner	Penny Barratt, Chief Executive
Primary Editor	Matt Lake, Trust Governance Professional
Next Review Date	September 2025

Please note that all Trust policies are reviewed annually. Should you have any queries regards this policy, note an omission or wish to propose an amendment, please email mattheweldon.lake@thebridgetrust.academy

This policy applies to the special schools within The Bridge MAT

Objectives

The kinds of special educational needs and disabilities for which provision is made at each school within the Trust.

Pupils at special schools within The Bridge MAT will have 'complex needs'. Children and young people with complex needs include those with co-existing conditions or significant learning disabilities and/or autism. As a result of their difficulties some children and young people will present with behaviour which challenges.

The individual schools have expertise in supporting young people with special educational needs and communication challenges.

Facilities for pupils at the schools include facilities which increase or assist access to the school by pupils who are disabled. Specialist facilities may include a hydrotherapy pool, fully equipped hygiene rooms, disability friendly play equipment and sensory rooms.

Information about the Trust's approach to the assessment and provision for all pupils with special educational needs and disabilities can be found on each school's website page.

Further information is also available within the:

- Equalities Policy
- Staff Handbook
- Admissions Policy for each school

Arrangements within each school

How resources are allocated amongst pupils

Resources are allocated to pupils according to their assessed need and the needs identified on their Education Health & Care Plan (EHCP). Staffing is allocated to classes/year groups flexibly with some individual pupils requiring and receiving more support than others. Pupils are supported to access the curriculum and social environment of the school. In a small number of cases, specific pupils have additional resources (including staffing support).

How the needs of pupils are identified and reviewed

Refer to school Admissions Policy

Any concern about a pupil's progress is identified through classroom observation, and the school's robust assessment cycle. The Senior Leadership Team considers the information available and identifies any concerns and responds to these with teaching staff and other professionals so as to rectify the concern as soon as possible. Referrals are made through the Headteacher for additional support from outside services where necessary.

Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum)

Refer to the curriculum detail on each school's website.

Staffing structure and external partnerships

Information about the school's staffing policies and partnership with bodies beyond the school

Staffing:

- The school's staffing structure is reviewed by the CEO and Trust Board of Directors
- Each school has a Senior Leadership Team comprising the Headteacher, and Assistant Headteacher(s)
- Each school employs teachers, special needs professionals, midday supervisors.

Mainstream Links:

- Where appropriate each school will work with mainstream schools and provide pupils with access to a mainstream curriculum and peer group.

Each school works with support services for special educational needs, these include:

- Therapists and school nursing staff provided by Whittington Health
- Child and Adolescent Mental Health Services (CAMHS)
- Educational psychology
- Nordoff Robbins Music Therapy
- Social workers and other professionals from various boroughs

Role played by parents of pupils

The schools strive to nurture relationships with parents/carers by frequent and appropriate communication. Engagement with parents/carers and involving them in the education of their child is considered as vital. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school. Whole school information is shared via the school website. Social media channels are also used to share some successes and significant events.

Links with other schools and any arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education.

- Each school aims to visit new pupils and their families at home or at their previous setting prior to admission
- Transition to KS3 is facilitated by a focused programme
- Transition to Post 19 education is facilitated through annual meetings, transition planning meetings, involvement of Information Advice and Guidance professionals, visits to colleges, work experience etc.

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 2025