	Policy Name		Date Adopted:
	SEND Policy		Spring 2026 **By whom:** FGB
Date for review:	**Applicable to:**	**Staff member responsible:**	**Governor committee responsible:**
Spring 2027	Whole school	Yacine Cathline	FGB SEND Governors: Liz Tooze Lara Bakewell

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1.0 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

· Equality Act 2010: advice for schools Department of Education (Feb 2013)
· SEND Code of Practice 0 – 25 (1 January 2015)
· Schools SEND Information Report Regulations (2014)
· Statutory Guidance on Supporting pupils at school with medical conditions (2015)
· The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
· Safeguarding Policy
· Accessibility Plan
· Teachers Standards 2021

This policy was created by the school's SENDC0 with the SEND Governor in liaison with the SLT and all staff. It will be reviewed annually and the views of parents and carers or those children with SEND will be considered in these reviews.

The school Inclusion Lead is Yacine Cathline. She can be contacted via the school's dedicated SEN email address: senco2053@welearn365.com or the school office admin2053@welearn365.com

2.0 AIMS

Our aim at Bridgetown School is to create an atmosphere of encouragement, acceptance, and respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

· Identifying, at an early age, individuals who need extra help and attention;
· Enabling each pupil to reach his or her full potential, both curricular and extracurricular;
· Enabling each pupil to partake in, and contribute fully, to school life;
· Endeavouring to meet the individual needs of each child;
· Developing a feeling of self-esteem within the individual;
· Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children;
· Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual;
· Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
· Providing access to and progression within the curriculum;
· Working with parents and other agencies to provide support and opportunities for those children with SEND;
· Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children;
· Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs;
· Ensuring access to a range of resources to support staff in their teaching of children with SEND;
· Including the views of the child in reviewing progress.

3.0 OBJECTIVES

· Identify and provide for pupils who have special educational needs and additional needs
· Work within the guidance provide in the SEND Code of Practice, 2015
· Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
· Provide a Special Educational Needs Co-ordinator (Inclusion Lead) who will work with the SEND Inclusion Policy.
· Provide support and advice for all staff working with special educational needs pupils.

4.0 TYPES OF SEND

SEND is divided into 4 types:

· **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.

· **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia. This may include difficulties such as Attention Deficit Hyperactivity Disorder that impacts on the child's ability to maintain attention and concentrate.

· **Social, emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

· **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

5.0 Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

As a school we observe two key duties:
· We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

· We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

6.0 IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Pre-referral checklists and SEN referral forms are completed and recorded by the Inclusion Lead for record-keeping purposes. Reviews of pupils on the SEND register will take place three times a year with parents, the class teacher, the Inclusion Lead and involve the child his/herself. For pupils with Education, Health & Care Plans, an annual review meeting will also be held.

A Graduated Approach to SEND Support

At Bridgetown School, we adopt a "quality first teaching" approach. The key characteristics of high-quality teaching are:
· Highly focused lesson design with sharp objectives
· High demands of pupil involvement and engagement with their learning
· High levels of interaction for all pupils
· Appropriate use of teacher questioning, modelling and explaining
· An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
· An expectation that pupils will accept responsibility for their own learning and work independently
· Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, scrutiny of books and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all

pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

6.1 Assess

In identifying a child as needing SEND support the class teacher, working with the Inclusion Lead, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Bridgetown School will take seriously any concerns raised by a parent. These will be recorded and compared to our own assessments and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the Inclusion Lead may contact them (if the parents agree).

6.2 Plan

Where it is decided to provide a pupil with SEND support, parents or carers will be notified. The teacher and the Inclusion Lead should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will then be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. 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. This will be recorded and reviewed using our provision mapping software.

6.3 Do

The class teacher will always remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Lead will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

6.4 Review

The Inclusion Lead and the class teacher (and teaching assistant if deemed appropriate) will meet with the parents and pupil to review the effectiveness of the support and interventions and the impact on the pupil's progress. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the Inclusion Lead, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care Plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months. However, as a school, we review this three times a year, including the annual review.

The success of the school's SEND policy and provision is evaluated through:
· Monitoring of classroom practice by the Head Teacher, Inclusion Lead, Deputy Head Teacher and Middle Leaders.
· Analysis of pupil tracking data
· Monitoring of procedures and practice by the SEND governors
· School Self-Evaluation document
· Strategic Improvement Plan – Objective 5
· Local Authority moderation process, OFSTED inspection arrangements, including SEN Audit
· Meetings with parents and staff, both formal and informal

7.0 MANAGING PUPILS NEEDS ON THE SEND REGISTER

For all children on the SEND register, a description of needs, which details important information about the child, including their areas of strengths and weakness will be shown. Information is also held in relation to outside agencies working with and alongside school. Interventions to support progress are detailed on the school's provision mapping software and in the Inclusion Lead's monitoring records. These are working documents, updated regularly to reflect the current needs of the child. Formal review meetings will take place termly, where parents and pupils will be involved in reviewing progress and setting new outcomes with the class teacher and the Inclusion Lead.

7.1 Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, Bridgetown School will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

7.2 Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, we will consider requesting an Education, Health and Care needs assessment.

8.0 CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, Inclusion Lead, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings and data tracking. If it is felt that the pupil requires additional assistance, the procedures set out in this policy will be followed.

9.0 SUPPORTING PUPILS AND FAMILIES

Class teachers, in partnership with the Inclusion Lead, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, the Inclusion Lead will liaise with the class teacher to assess pupils' eligibility for access arrangements.

10.0 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHCP) Plan which brings together health and social care needs, as well as their special educational provision.

11.0 TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Lead to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with a child with SEND. Staff training is regularly reviewed and assessed, and staff have the opportunity to request training on their performance review management meetings.

12.0 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:
· The necessary provision is made for any pupil with SEND
· All staff are aware of the need to identify and provide for pupils with SEND
· Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
· They have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
· Parents are notified if the school decides to make SEND provision for their child
· They are fully informed about SEND issues, so that they can play a major part in school self-review
· They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:
· The management of all aspects of the school's work, including provision for pupils with special educational needs
· Keeping the governing body informed about SEND issues
· Working closely with the Inclusion Lead
· The deployment of all special educational needs personnel within the school
· Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **Inclusion Lead** (Special Educational Needs Co-ordinator) is responsible for:
· Overseeing the day to day operation of the school's SEND policy
· Co-ordinating the provision for pupils with special educational needs
· Ensuring that an agreed, consistent approach is adopted
· Liaising with and advising other school staff
· Helping staff to identify pupils with special educational needs

· Supporting assessments and carrying out observations of pupils with specific learning difficulties
· Supporting class teachers in devising strategies to help those children identified with SEND
· Setting targets with class teachers that are appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
· Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
· Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
· Maintaining the school's SEND register and records
· Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information.
· Contributing to the in-service training of staff
· Liaising with the Inclusion Lead in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

· Providing high quality teaching for all children
· Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the Inclusion Lead, parents and pupil)
· Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
· Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
· Directly liaising with parents of children with SEND.

TAs should:
· Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
· Use the school's procedure for giving feedback to teachers about pupils' progress.
TAs work as part of a team with the Inclusion Lead and the class teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.

13.0 ACCESSIBILITY

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Bridgetown School Accessibility Plan forms part of our Equality Plan and Policy.