



FIRST BRIDGE EDUCATION

SEND Policy



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1. Aims

At First Bridge Education, the SEND policy aims to ensure that all pupils placed within our setting, who have special educational needs and disabilities, receive high-quality provision in line with the 2014 SEN Code of Practice. We are committed to providing a rich curriculum and a positive learning environment where every child can participate fully, achieve their potential, and enjoy their education.

We set high expectations and appropriate targets for all pupils, supporting them to develop the confidence, resilience, creativity, and skills necessary to lead fulfilling lives. We celebrate the diversity of abilities, cultures, faiths, and languages within our community, ensuring that all children are valued and included.

Our approach involves close collaboration with children, parents, carers, therapists, and staff to ensure provision is personalised, effective, and clearly understood. We are committed to fully implementing national legislation and guidance regarding SEND and ensuring that the roles and responsibilities of all staff are clear and consistently applied.

2. Definitions

“The centre” and “The school” are represented by First Bridge Education and will be referred to as either First Bridge Centre or the nursery or First Bridge School or the school throughout this policy

“Children” refers to those children and pupils attending the provision at First Bridge Education.

“Families” refers to parents, guardians, carers and siblings of a child or a pupil.

“Clinical Supervisors” refers to the Behaviour Analyst overseeing the pupil’s progress at First Bridge Education.

“Clinical Lead” refers to senior Behaviour Analyst overseeing the team of Clinical Supervisors

“Senior Leadership” refers to the Executive Headteacher and Clinical Director

“Directors” refer to the COO, CFO, CEO and Governors

3. Scope

This policy applies to all pupils and their parents at First Bridge Education.

Parents are made aware of this policy and its procedures as a part of their introductory parent meeting (which usually takes place either before the pupils first day of admission, or on the day of admission), by the School/General Manager. The policy can also be accessed at any time on the school website.

4. 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 pupils 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 coordinators (SENCOs) 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 pupils 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 don't share it

5. Roles and Responsibilities

The following defines the roles and responsibilities of all who are involved in ensuring that

5.1. The Role of the Families:

To become actively involved in working with the school to support their child's academic and social development, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

Parents are offered sessions to learn about therapeutic practice and ABA interventions

5.2. The Role of the Clinical Supervisors:

- To plan teaching programmes effectively.
- To ensure that student specific strategies are used in the lesson planning process.
- To contribute to child specific reviews as requested.
- To work in collaboration with the Clinical Lead to develop resources and ensure effective use of support, including partnership teaching.

5.3. The Role of the Clinical Lead:

- To maintain and update the school's SEND plans, assessments and behaviour profiles.
- To work with BCBAs and Therapists to develop resources to support children's learning.
- To monitor the progress of children with SEND across the curriculum ensuring that the identified strategies are in place.
- To monitor, evaluate and review the quality of teaching and learning, with regards to children with SEND.
- Liaising with other settings and outside agencies.
- Liaising with all the other professionals who may be coming into centre to help support the child's progress e.g. Speech and Language Therapy, Educational Psychology etc.
- Monitoring the effectiveness of any special educational provision made.
- To establish systems that ensure statutory requirements are met for SEN.
- To deploy therapists and resources according to the needs of the children.
- To report to the Directors on progress.



- To agree a programme of professional development with the Senior Leadership that will ensure all therapists have the knowledge skills and understanding to support children with SEND.
- Providing Information to parents on where the local authority's local offer is published

5.4. The Role of the Senior Leadership and Directors:

- To appoint a nominated person for SEND, ordinarily rest with the Clinical Lead of the site.
- To ensure statutory requirements are met.
- To co-ordinate referrals to the children support services panel, using the agreed systems.
- To establish a programme of professional development to raise therapist awareness and their capacity to make improvements to planning, teaching and learning at all levels so that the Centre will ensure a quality education for children of all abilities

6. Our approach to SEND support

6.1. Admission and Suitability of Placement:

All children seeking admission to First Bridge Education will undergo a comprehensive suitability assessment to determine whether the setting and teaching approaches are appropriate for their individual needs. This process includes both direct and indirect measures, such as the collection of background information through questionnaires, as well as the identification of preferences and areas of difficulty. In addition, a direct assessment of skill levels is undertaken to ensure that each child meets First Bridge's clearly defined admissions criteria. If our setting is suitable to meet the needs of the child, then a placement offer is made.

6.2. Individualised Support Planning:

When a child begins services at First Bridge Education, a comprehensive assessment of skills is undertaken alongside a detailed analysis of the maintenance and function of any challenging behaviours. The outcomes of this assessment inform the development of individualised plans and the design of specific teaching protocols.

All staff involved in supporting the child are made fully aware of the child's needs, planned outcomes, and agreed teaching protocols. This information is securely recorded in the child's online folder and within our data collection system (Hi Rasmus), where ongoing data is logged and accessible to all relevant team members.

Parents and carers are fully informed of the planned support and interventions and are provided with updates on their child's progress and needs at least once per month.

6.3. Monitoring and Review of Progress:

The effectiveness of support and interventions, and their impact on each child's progress, will be reviewed at least weekly. Evaluations will be informed by clearly defined criteria, including:

- Revision criteria for specific teaching skills, such as three consecutive days of variable or downward trends in progress.



- Mastery criteria for specific teaching skills, such as three consecutive days of 80% independence demonstrated in the presence of novel stimuli and unfamiliar people.
- Re-assessments conducted at predetermined intervals.
- An annual review, including a comprehensive assessment and written report

7. Training and Resources

First Bridge Education is committed to ensuring that all staff have the knowledge, skills, and resources required to deliver high-quality provision for pupils with special educational needs and disabilities. In line with the statutory requirements of the SEND Code of Practice (2014, updated 2024), we provide ongoing professional development to support the consistent application of evidence-based practice, with a particular focus on Applied Behaviour Analysis (ABA) and related methodologies.

All staff members receive comprehensive induction training, which includes safeguarding, behaviour support, the principles of ABA, data collection procedures, and the use of our online systems (e.g., HI Rasmus). Training is tailored according to role, with therapists, room leads, teachers, and senior staff receiving role-specific development to ensure they can meet the diverse needs of our pupils.

Professional development is ongoing and includes regular in-house training, workshops, and supervision delivered by Board Certified Behaviour Analysts (BCBAs) or equivalent specialists. Staff are supported to pursue professional qualifications relevant to their roles, including Senior Therapist training or higher-level postgraduate study where appropriate (becoming qualified teachers or certified behaviour analysts).

In addition to training, First Bridge Education ensures that staff have access to the resources necessary to implement effective support and interventions. This includes teaching and learning materials, specialist equipment where required, and digital systems for data collection and monitoring progress.

Reflective practice is encouraged, with regular opportunities for staff to share learning, review case studies, and engage in peer support. All training and resource provision are reviewed annually to ensure alignment with best practice, current research, and statutory guidance.

While a SENCO is not required in our setting, First Bridge Education ensures that all staff are adequately trained and resourced to meet the needs of pupils with SEND and that professional development is sufficient to deliver high-quality, evidence-based interventions.

8. Links with External Professional Agencies

First Bridge Education recognises that at times, it won't be able to meet the needs of all children. Whenever necessary, First Bridge Education will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services (QTVis)
- Educational psychologists
- Occupational therapists or physiotherapists

- General practitioners or pediatricians
- Child and adolescent mental health services (CAMHS)
- Social services

9. Version History

This is version two of the SEND Policy for First Bridge Education. This policy will be reviewed annually by the Clinical Lead.

10. Links to Legislation and Guidance

Document	Location
Special Educational Needs and Disability (SEND) Code of Practice	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Part 3 of the Children and Families Act 2014,	https://www.legislation.gov.uk/ukpga/2014/6/part/3
The Special Educational Needs and Disability Regulations 2014	https://www.legislation.gov.uk/ksi/2014/1530/contents/made
Equality Act 2010	https://www.legislation.gov.uk/ukpga/2010/15/contents
Public Sector Equality Duty	https://www.legislation.gov.uk/ukpga/2010/15/part/1/chapter/1

11. Related Policies

Admissions Policy
Attendance Policy
Assessment Policy
Curriculum Policy
EAL Policy
Safeguarding Policy