

FIRST BRIDGE CENTRE



SEN POLICY

JConduit

Joanne Conduit-Smith

Director/Nominated Person

Review date: September 2021

FIRST BRIDGE CENTRE

SPECIAL EDUCATIONAL NEEDS POLICY

Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them (EYFS Framework 2017)

First Bridge Centre is a special educational needs early years setting. Our pupils mainly have a diagnosis of ASD.

Aims

- The Centre strives to meet the needs of all individuals and groups of pupils.
- All the children at First Bridge Centre have special educational needs and most have a diagnosis of ASD. Only pupils with SEND will be placed at First Bridge Centre and therefore all of our policies and procedures are designed with Special Educational Needs and Disability in mind.
- In this Centre, we have high expectations and set suitable targets for all pupils.
- In this Centre, a special educational need is defined in accordance with the 2014 SEN Code of Practice.
- All pupils are entitled to access the full Centre curriculum and to take part in every aspect of Centre life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHCP (Education, Health and Care Plan).

Our aims are focused on securing an excellent curriculum, ethos and learning environment through which everyone can learn, participate and enjoy themselves. We will promote and inspire a lifelong love of learning, challenging children to think creatively and achieve high standards in all that they do. We will celebrate the diversity of abilities, faiths, cultures and languages in and beyond our community, extending the experiences of every child. We will enable children to develop the flexibility, resilience, confidence and resourcefulness to embrace the opportunities and responsibilities of life. We will share our successes in achieving our aims, involving children, staff and parents in our Centre's community and across the networks with whom we work in partnership.

Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To enable all pupils to participate in all aspects of provision at the Centre to

the extent of their present ability, to tailor and adapt teaching to each individual pupil through their individualised teaching programme.

- To value and encourage the contribution of all pupils in the life of the centre.
- To work in partnership with parents.
- To enable pupils to have their voice heard.
- To communicate with the Directors to enable them to fulfil their monitoring role.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To clarify the roles and responsibilities of staff and governors

Identifying Special Educational Needs

SEN refers to a Special Educational Need. A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

2014 SEN Code of Practice describes 4 broad categories of need (Pg86-). These four broad areas give an overview of the range of needs that should be planned for. We aim to identify the needs of each pupil and monitor them continuously so that we can work out how best to meet them and inform the actions the Centre needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEN.

The 4 areas of need are:

1. Communication and Interaction, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorder)

2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
- PMLD (Profound and Multiple Learning Difficulties - where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)

3. Social, Emotional and Mental Health Difficulties. They include:

- A wide-range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour.
- They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. Sensory and/or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

We also consider the following which may impact on progress and attainment pupils but do not consider them to be SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Requesting an Educational, Health and Care needs assessment

First Bridge Centre receives has pupils aged below statutory school age with an Education, Health and Care Plan (EHCP), in receipt of funding from the Local Authority and pupils who are privately funded. In some cases, for children whose needs are significant and complex and have not yet received an EHCP, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHCP being provided. This brings together the child’s health and social care needs as well as their special educational needs.

Parents may request an Educational, Health and Care needs assessment for their child. We would encourage parents to discuss this with the school prior to making such a request.

Pupils with Educational, Health and Care Plans

At First Bridge Centre, we carefully assess the needs of each pupil with or without an EHCP on an individual basis. Based on the assessment, an Individual Teaching Programme is prepared and delivered. The Individual Teaching Programme is the result of the interdisciplinary team's assessments and in accordance with the outcomes outlined in the pupil's EHCP, if they have one. The progress of each pupil is continually monitored and modified based on the needs of the individual pupil, including through the Annual Review process.

The centre will hold an Annual Review once a year at which the pupil's EHCP will be reviewed. Appropriate professionals will be invited to the review. Two weeks prior to the annual review parents will receive a full school report, aspects of which will be discussed at the review.

Education Health and Care Plans replaced statements of SEN from September 1st 2014. At First Bridge, we aim to work in partnership with parents and the local authority to ensure arrangements that work well for children.

First Bridge Centre promotes high standards for all pupils and staff members. Each child has a dedicated therapist. Therapists typically have psychology, child development or education degrees and experience and are subject to a rigorous programme of training and supervision.

Therapists are managed by Supervisors (BCBAs) who are all qualified or undertaking a qualification to become Board Certified Behaviour Analysts. Our Headteacher works collaboratively with the Interdisciplinary Team to deliver high quality teaching to the pupils. Pupils are able to access additional specialist support from a Speech and Language Therapist and an Occupational Therapist.

Transition for pupils with SEND

SEN support includes planning and preparing for transition. Before a child moves into another setting, information regarding the pupil's needs will be shared with the receiving school. Arrangements may be made, for example individual visits or visits from a member of staff from the receiving setting, depending of the needs of the pupil.

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. We also support pupils in their transition from schools and other educational settings to new schools. The SENCO is responsible for this.

We will make contact with the new setting's SENCO as early as possible, to arrange for them to visit us to discuss the individual needs of your child and to meet your child, as appropriate and work with the new school to ensure that they have the necessary information to support them.

ROLES AND RESPONSIBILITIES

For children

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation and review.

For Families

To become actively involved in working with the Centre 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.

For BCBA's

- 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 SENCo to develop resources and ensure effective use of support, including partnership teaching.

For the SENCO

- To maintain and update the Centre's SEND profiles and IEPs.
- To work with BCBA's 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 regard to children with SEND.
- Liaising with other settings and outside agencies.
- Liaising with all the other people who may be coming into school to help support your child's learning 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 staff 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 Headteacher and Clinical Director that will ensure all staff 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.

For the Headteacher

- 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 staff 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.

For the Directors

- To appoint a nominated person for SEND
- To review and agree the SEND policy annually.

TRAINING AND RESOURCES

All therapists receive termly training from the SENCO, Clinical Director or other professionals on various SEND-related areas during allocated staff meetings. This is often designed to give staff further strategies and guidance on how to support SEND children more effectively.

The school's SENCO will regularly attend the Local Authority and SENCO network meetings in order to keep up to date with local and national updates in SEND. Staff members also attend courses that are provided by external providers. Staff disseminate this information to others to ensure that relevant training is shared.

THE LEGAL FRAMEWORK

The First Bridge Centre SEND policy is written with regard to:

- The Education Act 1996
- The SEN Code of Practice 2014
- DfE Formal Guidance 6/94
- The Special Educational Needs and Disability Bill 2001
- Children's and Families Act 2014

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

A child is considered to have SEN if they have a learning difference that requires special educational provision to be made for them. A child has a learning difference or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 settings.

Children with SEN whether they have an Education Health Plan or not include:

- Speech and language and other communication needs
- General Learning needs where progress has fallen behind that of their peers
- Specific learning needs where they have difficulty acquiring specific literacy or numeracy needs in relation to their cognitive ability
- Pupils with physical and/or sensory impairment
- Social and emotional needs
- Children on the Autistic Spectrum
- Medical needs

All the children at First Bridge have an identified special need and First Bridge strives to remove barriers to learning and put effective special educational provision in place. In line with the SEN Code of Practice 2014, SEND support follows a four-party cycle to ensure a child's needs are fully understood and what they require to support them in making progress is put in place. This is known as the graduated approach, the 4 areas of this approach are Assess, Plan, Do and review.

Assess

We will carry out observations and analysis of the pupil's needs. This will include

- Drawing on assessments and experience of the pupil
- The child's previous progress and attainment
- Other professional's assessments where relevant
- The child's development in comparison to their peers and national data.
- The views and experience of parents
- The pupil's own views
- If relevant, advice from external support services.

This assessment will be monitored and reviewed as an ongoing process. This will ensure that support and intervention are matched to the child of young person's need, barriers to learning are identified and overcome and strategies and intervention that support a child's learning are in place.

Plan

All staff who work with our children, will be made aware of their needs and provided with specific strategies that support their individual needs.

Do

The BCBA's and Headteacher are responsible for the teaching and learning for every child at the centre. BCBA's and our headteacher work closely with our therapists to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

As part of the review phase, the effectiveness of the support and interventions will be reviewed at an agreed date. This will be reviewed with parents and children and young people, where appropriate. Progress and areas for development will be shared at the review meeting to aid next step planning.

Where a child has High Needs funding, a statement or an Education, Health Care Plan, an annual review will be completed and documentation will be shared with relevant school staff, parents and the local authority.

ENGLISH AS AN ADDITIONAL LANGUAGE

Children with English as an Additional Language (EAL) are not regarded as SEND, solely because the language or different form of language of their home is different from the language in which they will be taught. The SENCO will initially organise the assessment of these children and will plan for their support in line with the EAL Policy. It is important to recognise that there may be an overlap in EAL and SEND needs and children will need careful assessment.

ACCESSIBILITY

First Bridge Centre is on one level, has wide doors and a disabled toilet. Translations and interpreters can be provided when required. Our website can be fully translated into a wide number of languages.

LINKS WITH EXTERNAL AGENCIES

First Bridge has close links with many outside agencies that can provide additional support, recommendations and advice. Before liaising with any agency, parents will be contacted by the SENCo to discuss a possible referral and what this will entail.

The centre works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

- Educational Psychology Service
- Speech and Language Therapist
- The Early Help Team
- The Health Visitor Team
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Outreach support

COMPLAINTS PROCEDURES

If any parent is concerned about the provision for SEND at First Bridge they should contact the Headteacher in the first instance. The Headteacher will deal with the matter or refer it to the appropriate person.

Should they be unhappy with the outcome, the complaint should put in writing and addressed to the CEO.

They may also contact the Education Director with responsibility for SEND. Their name is Jo Conduit They can be contacted via info@firstbridgecentre.com or via the centre's reception.

A copy of our full Complaints Policy can be found on our website.