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# SEND Information report

## 1 The SEND that are provided for:

Two Bridges School currently provide additional and/or different provision for a range of needs including:

* Social, emotional and mental health difficulties - for example, attention deficit hyperactivity disorder (ADHD)
* Communication and interaction - for example, autistic spectrum disorder, or speech and language difficulties
* Cognition and learning - for example, dyslexia, dyspraxia
* Sensory and/or physical needs - for example processing difficulties.

## 2 Identifying students with SEND and assessing their needs

We will assess each student’s current skills and levels of attainment on entry, which will build on the referral data provided by the mainstream home school. Subject teachers will make regular assessments of progress for all students and, following on from those, we monitor progress throughout the year to 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; and/or widens the attainment gap between students with SEND and their peers.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. 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 wishes of the student 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.

Students will be classified according to the following criteria:

**QFT** - Quality First Teaching - students with a SEND diagnosis that is met by quality first teaching including a highly personalised small group teaching style and resources

**T** - Transition - where support is needed or identified as part of the transition to college or the world of work to assess whether there is a continuing need going forward

**K** - SEN Support – students designated as requiring SEND support will need intervention in addition to quality first teaching experienced within the classroom.

Students in categories K at Two Bridges School will have, or will be in the process of developing, a personalised learning plan (PLP). This is a document written by the Teaching staff and pastoral team in agreement with the parents and the student; it gives a summary of need, suggests teaching strategies in 3 categories. The PLP is regularly reviewed throughout the year.

**E** - Education, Health and Care Plan. Students with a mainstream EHCP require significant support and intervention; the plan outlines this detailed provision.

## 3 Consulting and involving students and parents

We will have an early discussion at the pre admission meeting with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* everyone develops a good understanding of the student’s areas of strength and difficulty;
* we take into account the parents’ concerns;
* everyone understands the agreed outcomes sought for the child; and
* everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student’s file and discussed with their parents.

## 4 Assessing and reviewing students' progress towards outcomes

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

The subject teachers will work with the SENDCO to carry out a clear analysis of the student’s needs. This will draw on:

* the teacher’s assessment and experience of the student;
* their previous progress and attainment or behaviour;
* the individual’s development in comparison to their potential and expectations
* the views and experience of parents;
* the student’s own views; and
* advice from home schools and external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student 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 student’s progress.

## 5 Supporting students moving between phases and preparing for adulthood

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

## 6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be personalised for individual students.

We will also provide interventions from the following range as appropriate:

* 1:1 TA support in lessons
* TA group support for all students in lessons
* Personalised resources for learning
* Usual ways of working that match Access Arrangements testing outcomes
* Reduced GCSE curriculum if required
* Subject specific academic support including additional learning
* Tailored interventions for those who are struggling with progress or personal development
* Trauma based timetable matched to specific needs and patterns of learning times
* Personalised Intervention with the Wellbeing pastoral manager or Head of KS4

## 7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students’ needs are met:

* Careful consideration to the grouping of students for all lessons
* Additional support is given in social and life skills training as the need is identified
* Some students may require overlays or alterations to texts due to visual needs.
* We personalise our teaching to allow longer processing times and cognitive reflection space for those with needs that require this.

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## 8 Additional support for learning

We have a team of pastoral staff who are trained to deliver interventions, Mindfulness and 1:1 sessions that relate to a wide range of needs based in contextual needs and missed development.

Teaching assistants support students on a 1:1 or group basis in all lessons.

We work with the following agencies to provide support for students with SEND:

* The mainstream home school SENDCO
* Educational Psychologist
* Specialist Teaching and Learning Service
* Local Inclusion Forum Team (LIFT)
* Child and Adolescent Mental Health Service

## 9 Expertise and training of staff

Our SENDCo is our Interim Head Teacher who has been a SENDCo for one and a quarter years previously in her previous school. If she remains SENDCo for the three year period, she will undertake the new NPQSEND which is being launched. The SENDCo can be contacted either via phone 01892 519841 or email katemiddleton@twobridgesschool.com. Kate has a great deal of experience in SEND having established a specialist resource provision in her previous school and also holds a Masters in Autism. All staff undergo regular training.

We access the local inclusion forum team for specialist support for students.

Our teaching and TA team have an extensive programme of continuing professional development which includes courses on ADHD, supporting Autism, Anxiety based disorders as well as PTSD, ODD and ADD alongside a number of very specific courses linked to diagnoses of students within their groups.

## 10 Securing equipment and facilities

Where a child needs specialist equipment, we engage with the relevant specialist (e.g. specialist teacher, occupational therapist) and follow their advice.

## 11 Evaluating the effectiveness of SEN provision

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

* reviewing students’ individual progress towards their goals each term;
* monitoring by the SENDCo, head of KS4 and subject teachers
* using provision maps to measure progress; and
* holding annual reviews for students with EHC plans.

## 12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our activities and visits are available to all our students. All students are encouraged to take part in any reward events and appropriate support is put in place to allow this. All students are encouraged to take part in sports day and any clubs if they run following student voice requests.

No student is ever excluded from taking part in any activities because of their SEND or disability.

### 13 Arrangements for the admission of disabled students

All students access Two Bridges School via the WKLF inclusion referral system where panel members consider the information provided by home schools to allocate available places to the most appropriate students who will benefit from the support offered by Two Bridges School.

## 14 Support for improving emotional and social development

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

* All students are encouraged to access support from the pastoral team and speak to a member of staff who will endeavour to resolve issues on a timely basis, or involve other colleagues as appropriate.
* Students can request a series of 1:1 sessions with a skilled trained pastoral manager
* Specific 1:1 sessions may be offered to students where it is felt it would be beneficial, students can choose to accept this offer or reject it.
* All aspects of the day and school life encourage students to question and challenge their own decision making and social and emotional development. Tutor times and break times are often occasions when students will engage in discussions with staff to develop their own decision making processes that support lifestyle choices and social developments and understanding.

## 15 Working with other agencies

We work together with health professionals, local authority support services and voluntary sector organisations in meeting students’ SEND needs, supporting their families.

## 16 Contact details for raising concerns

Concerns should first be raised with either a pastoral manager or a student’s tutor.

## 17 Complaints about SEND provision

Where concerns have not been addressed satisfactorily, complaints about SEND provision in our school should be made according to the school’s complaints policy found on our website.

The parents of students with disabilities also have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:

* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

## 18 Contact details of support services for parents of students with SEND

* The mainstream home school SENDCO can support parents with further information
* National Autistic Society provides support for families with autism.
* Kent County Council also provides support for parents of those with SEND

## 19 The local authority local offer

Our local authority’s local offer is published on our school website in the SEN area,