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Two Bridges School

Special Educational Needs Policy

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[1. Aims 2](#_Toc9367)

[2. Legislation and guidance 3](#_Toc9368)

[3. Definitions 4](#_Toc9369)

[4. Roles and responsibilities 4](#_Toc9370)

[4.1 The SENDCO 4](#_Toc9371)

[4.2 The SEND MC Representative 4](#_Toc9372)

[4.3 The Interim Headteacher 5](#_Toc9373)

4.4 Subject teachers 5

[5. Monitoring arrangements 5](#_Toc9393)

[6. Links with other policies and documents 0](#_Toc9394)5

# 1. Aims

Our SEND policy aims to:

* Set out how our school will support and make provision for students with special educational needs (SEN)
* Explain the roles and responsibilities of everyone involved in providing for students with SEN

At Two Bridges School, we believe that each student is an individual with unique needs. As a result, some students require more support than others. If these students are to achieve their full potential, we must recognise their needs and plan accordingly. Some of these students may require help throughout their time in school, whilst others may need a little extra support for a short period of time to help them overcome more temporary needs. Two Bridges School aims to provide all students with strategies for dealing with their needs in a supportive environment and ensure that they all have meaningful access to the curriculum and wider SEMH personal development.

In particular, we aim to:

* enable every student to experience success;
* promote individual confidence and a positive attitude;
* ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
* give students with SEND equal opportunities to take part in all aspects of the school’s provision, as far as is appropriate;
* identify, assess, record and regularly review students’ progress and needs;
* involve parents/carers in planning and supporting all stages of their child’s development;
* work collaboratively with parents, other professionals and support services through the Local Offer;
* deploy the support required in an effective way;
* use the SEND Code of Practice as a framework for identification of, and provision for, students with special educational needs; and
* ensure that the responsibility held by all staff and management committee members for SEND is implemented and maintained.

The main objective is to offer a clear, coherent way to provide for the special educational needs of all students in as flexible a way as possible.

It is the responsibility of all staff (teaching and non-teaching) and the management committee to ensure that the needs of each student are met and that they have full access to participate in the activities of the school community.

# 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for students with SEN and disabilities
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

# 3. Definitions

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them which by the nature of our school being a pupil referral unit status it is very likely that all students attending longer term places at keystage 4 will have SEND needs.

They have a learning difficulty or disability if they have:

* a significantly greater difficulty in learning than the majority of the others of the same age, or
* a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

# 4. Roles and responsibilities

## 4.1 The SENDCO

The SENDCO is Kate Middleton, katemiddleton@twobridgesschool.com

They will:

* Work with the SEND MC representative to determine the strategic development of the SEND policy and provision in the school .
* Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans.
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
* Advise on the graduated approach to providing SEND support.
* Advise on the deployment of the school’s budget and other resources to meet students’ needs effectively.
* Be the point of contact for external agencies, especially the local authority (LA) and its support services.
* Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
* Ensure the school keeps the records of all students with SEND up to date.

## 4.2 The SEND MC representative

The SEND MC representative will:

* Help to raise awareness of SEND issues at Management committee meetings.
* Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this

Work with the Head Teacher / SENDCO to determine the strategic development of the SEND policy and provision in the school.

## 4.3 The Interim Headteacher

The Interim Headteacher will:

* Work with the SEND MC representative to determine the strategic development of the SEND policy and provision within the school.
* Have overall responsibility for the provision and progress of learners with SEN and/or a disability. **4.4 Subject teachers**

Each subject teacher is responsible for:

* The progress and development of every student in their class.
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
* Working with the SENDCO to review each student’s progress and development, and decide on any changes to provision.
* Ensuring they follow this SEND policy.

# 5. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.

# 6. Links with other policies and documents

This policy links to other useful policies that can be found on the School website under Policies