

### Section A

### Introduction

This policy document is intended to explain and clarify the provision made at Bridgewater High School for the education of any pupils who, permanently or temporarily, have an individual situation affecting their learning resulting in a Special Educational Need (SEN).

*“ A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”*

*Code of Practice 2001*

Students with Special Educational Needs (SEN) may be experiencing learning difficulties as a identified in one, or more, of the following areas-

- Communication and interaction difficulties
- Cognitive and learning difficulties
- Difficulties with behavioural, emotional or social development
- physical or medical conditions

This means that they are not learning at the same rate as their peers or that progress is seen as not being adequate. This learning difficulty may require support over a sustained period. It may require support for a comparatively short fixed term. Different pupils will need different sorts of support and at different times of their school life. Pupils may be supported through the statutory processes of a statement of special educational needs, though most will be supported through provisions from within school. Some will need extra help in just one subject while others will need a very structured approach with extra resources from outside the school. The Special Educational Needs of pupils are met through the Educational Support Team, the Pastoral system and the specific provision pathways in school.

The policy is part of the school's overall educational provision and should not be viewed in isolation. The Education Support Team is a **whole school** resource and is therefore an integral part of the organisation and the curriculum planning of all faculties.

This document is designed to inform parents, staff and all interested people how Special Educational Needs (SEN) is organised at Bridgewater. It does not detail curriculum

content but reflects the strategies, organisation and support pupils should expect from the staff and Educational Support Team (EST), the Pastoral and Curriculum teams at Bridgewater.

The involvement of parents is vital at every stage of a pupil's education. This is especially true if a pupil has Special Educational Needs. Outlined here is the support provided to pupils with Special Educational Needs to enable them to achieve success while at Bridgewater.

## **Section B**

### **Objectives of the school's SEN Provision**

The role of the Education Support Team is to -

- *provide pupils with support to access a full range of experiences that 'stimulate enthusiasm for learning and acknowledge their successes and achievements'*
- provide support and advice to staff, as **co-ordinators and enablers** rather than sole providers or 'fixers' of pupils. Each faculty has a responsibility towards meeting **all pupils' individual needs** within its curricular area.
- maximise inclusion and participation in mainstream lessons but more importantly give good **'access to a broad and balanced education, including the National Curriculum.'**
- assist and advise staff when appropriate so that the school can: **'Provide for each pupil a broad, balanced and relevant curriculum'**
- recognise the needs of individual pupils in school focusing on their learning by ensuring inclusion is a shared process not a simple resource provision

**At Bridgewater we believe it is our responsibility as a school: -**

- to endeavour to give pupils success, achievement and a sense of fulfilment in their work.
- to provide encouragement, support and resources in a positive learning environment that enable pupil's Special Educational Needs to be met.
- to ensure a whole school approach by enhancing good liaison between curriculum teams.
- to operate a system which effectively identifies and monitors the performance of pupils with SEN and to conduct regular reviews of progress and provision made for them.
- to maintain a record of pupils identified as having Special Educational Needs.

- to ensure that all staff and relevant outside agencies are aware of, and involved in, furthering the education of children with Special Educational Needs.
- to a link with primary schools to support the transition of pupils with SEN to high school including visits by SEN/pastoral staff to primary feeders and relevant review meetings.
- to involve parents as much as possible in the work we do in school.
- to involve the Governing Body by reporting on SEN issues at intervals of at least once a year and through the faculty Self Evaluation process.
- to provide an alternative curriculum for pupils experiencing challenging situations, whose needs may not be met by traditional schooling.

## **Special Educational Needs at Bridgewater**

Bridgewater High School has pupils whose abilities range from the most able to those who have significant difficulties and situations affecting their learning. There are many pupils who require regular additional educational support in ordinary lessons due to a particular individual need. These pupils are normally from the school's catchment area and attend under the current admission arrangements. A number of our students have statements of SEN.

Statements of SEN can described in the following areas -

- Cognition & learning (including moderate learning & specific learning difficulties),
- Emotional and behavioural difficulties,
- Communication and Interaction Needs (ASD & speech, language and communication disorders
- and Sensory or physical disabilities.

**The provision for pupils with Special Educational Needs is described along a continuum of intervention. Provision is not 'all or nothing' or at distinct 'levels'.**

Pupils with physical impairments are included in school alongside their peers. They may need the ongoing support of staff, including teaching assistants, to fully access the curriculum. Bridgewater is working to remove, or overcome, barriers to learning that any student may experience.

## **Management and Organisation**

The team works with and alongside all staff within the school. See Appendix 1 (EST Personnel) for a complete list of team staff and their responsibilities.

- **Links with the Governing Body**

A strong network of involvement exists embedding the Education Support Team into the fabric of the school. A member of the Governing Body has particular responsibility for Special Needs, although several other Governors express additional support and interest. The link with Governors is by direct contact on some occasions and through the Headteacher on others.

- **Links with the Leadership Group**

A considerable part of the liaison between the Headteacher and the Education Support Team is through the Deputy Head responsible for Special Needs. This Deputy provides a formal Link with the Leadership Group as part of the management structure of the school through regular meetings as well as daily informal contact.

- **Academic links**

Underpinning the whole school approach to SEN is the status of the Head of the Education Support Team. He is a member of the Curriculum Group with the Heads of Faculty. In this role he takes part in and contributes to discussion and decision-making on a huge range of whole school issues.

- **Pastoral Link**

A strong link exists between the EST and those responsible for the pastoral care of the school. Each EST teaching assistant is a member of a year team and plays a full and active role in its activities. At the regular team meetings the problems faced by individual pupils are discussed and, where necessary, brought to the attention of the EST. In practice, direct contact between all Pastoral Managers and Head of EST take place on a frequent but informal basis. Pastoral staff meet periodically to discuss pupils with SEN.

The daily staff briefings, one at each school site, enable regular, frequent contact between staff, especially with Form Tutors. This is vital for the day-to-day exchange of information about pupils.

- **Teaching Assistants**

Teaching Assistants work directly with pupils both in-class and by withdrawal. All Teaching Assistants are expected to work with any student in school experiencing difficulties. The number of Teaching Assistants at any one time is governed by individual pupil funding provided by the L.A. and the staffing structure. All Teaching Assistants play a vital role in enabling the school to meet its drive for the inclusion of all pupils.

## **Admission Arrangements for Pupils with SEN**

At Bridgewater we feel that a smooth transfer is very important. Strong links with primary schools are maintained which give new Y7 students a real opportunity to become used to the organisation and staff at Bridgewater. These links include visits by support staff to primary schools to develop positive relationships with pupils and to provide transitional information. All pupils making the transition from primary school have the opportunity to take part in 'taster days'. Pupils with particular needs have, by arrangement, additional or extended transition experiences depending on their situation. Visits by staff from the EST to Y6 parents evenings are also arranged.

Admissions arrangements are without prejudice towards pupils with SEN and follow the same procedures as with all pupils. Pupils transferring from other high schools are given the opportunity to spend some time in one of the provision centres depending on their situation, so they can ease in to their new environment.

All pupils who transfer to Bridgewater from a different high school will be given a carefully managed introduction to the school.

The admission arrangements for those pupils with SEN but without a statement are the same as those for all pupils. Pupils with a statement are placed by the LA, who make every effort to comply with parent and pupil preference in accordance with the LA's admission procedures.

## **Transition of pupils with SEN**

### ***Partner Primary Schools & other schools/colleges etc.***

There has long been a tradition of visiting Primary Schools in order to gain information about Year 6 pupils prior to transfer. This usually happens after initial visits by Head of Year. As a result of the established links, including the regular termly meetings between Heads of the partners schools and Bridgewater, there exists a greater involvement, with a member of EST being invited to be present at **Year 6 transfer review meetings** about statemented pupils. The Head of the Designated Provision attends meetings concerning statemented pupils referred to the Designated Provision by the LA.

Transition between KS3 & KS4 is managed carefully. Pupils are given support to select appropriate courses for KS4. Transition visits and experiences are arranged by the pastoral team for any students who may find the changes difficult to adapt to.

When students leave Bridgewater to continue their education information is shared with colleges about any student who has current learning needs. Visits and transitional experiences can be arranged and supported by school.

## **Facilities for Special Educational Needs at Bridgewater**

There are a number of distinctive provisions within Bridgewater High school that support students at different stages of their education and for different reasons. Each fulfils a particular role for a wide variety of students which includes, but is not limited to, those pupils with Special Educational Needs.

These provision centres include -

- **Personal Development Centres** located at upper site (KS4) focusing on providing Alternative curriculum frameworks, coursework support, emotional support, mentoring and skills development
- **Teaching and Learning Centre** located at lower site (KS3) provides a positive environment for small group teaching, for 1:1 tuition, for emotional support, for social and personal development
- **Route 67** based within the Teaching and Learning Centre at Lower site providing a stepping stone for vulnerable students making the transition to high school. It delivers an Integrated Humanities course to a small group of students.
- **The BASE** located at lower site focuses on giving students with behavioural and additional emotional difficulties a supportive environment enabling them to experience as full a range of the curriculum as possible.
- **The Designated Provision** located across both sites is a local authority funded centre for students recognised on the Autistic Spectrum who need specialised support to access the mainstream high school environment.

## **Resource Allocation**

Resource allocation for SEN exists through a number of pathways -

- all faculty areas receive as part of the funding distribution a proportion of their budget that is allocated for materials and resources to enable pupil access to the curriculum and promote inclusive practices

- the EST has a specific budget to support the pupils requiring small group tuition and the administration of SEN
- the school provides appropriate resources to enable the staffing of the distinctive support pathways across school
- the school receives funding from local authorities to meet the needs of those students who are the subject of a statement of Special Educational Need. In addition local authorities can provide funding for those students recognised at School Action Plus needing additional support that match the criteria set out by the local authority.

## Section C

### **Procedure for Referral and Monitoring**

#### **How do we know if a pupil has Special Educational Needs?**

Students with SEN are recognised by the school as have a learning difficulty that may be overcome by extra teaching support and specially prepared or 'differentiated' materials. Some pupils may have Special Educational Needs because they have emotional or behavioural difficulties which may be overcome by '*counselling*' from the pastoral team or the provisions within school. Occasionally pupils may have a physical or medical condition that has specific requirements or understanding from school. Students with SEN may be given a statement of their Special Educational Needs by the Local Authority. At Bridgewater we accept that exceptionally gifted children may have individual needs that require additional provision.

Pupils are identified as having Special Educational Needs usually by their performance in the classroom which will result in the SEN referral system coming into action. Referrals may come from teachers, pastoral leaders, outside agencies, primary schools, parents or the pupils themselves. Once referred pupils are assessed, monitored and their progress reviewed following the approach laid out in the Code of Practice. Parents are invited to review meetings. Bridgewater maintains effective liaison with external agencies to help with the assessment and review of pupils with Special Educational Needs. These agencies could include social workers, educational psychologist, statementing officer, careers service, audiologist, visual impairment unit, physiotherapists, speech therapists, the school nurse, and the young careers support network. Pupils are monitored on a regular basis using periodic class assessments by the subject teachers in curriculum areas. These Quality Mark Assessments are there to evaluate the pupils against their targets and the National Curriculum levels. Reading and spelling skills of some students are also assessed to monitor progress and highlight any difficulties. On a termly basis every student is given an 'Interim' report highlighting areas of progress, effort and where appropriate, concern as judged by the class teachers.

Pupils who are identified as having SEN have their needs, support and progress reviewed regularly in partnership with parents. This is done through the parents evenings, arranged meetings with staff and through the documents highlighting needs and advice. Pupils with statements will have annual reviews as part of the statutory process. The SENCO will write advice for teachers based on assessments made in school, parent information and recommendations from other agencies such as the Educational Psychology service or Speech and Language Therapists. Subject teachers will design support plans for the pupil, encouraging pupils to work towards realistic and valuable personal targets for a particular topic or subject. Teachers will adapt curriculum activities to meet individual needs and learning styles setting appropriate subject based targets or programmes to promote successful learning.

Bridgewater keeps a records of all students who are having difficulties and what kind of support or intervention has been organised. Where possible the information is made available through the school network system.

If there are any concerns about a particular pupil then this has to be to the attention of the appropriate systems. This may include the head of department, head of faculty, the pastoral team, the EST or the parents. Parents should have good access to a pupil's form tutor, subject teachers, pastoral leader, the support team, deputy head or Headteacher. Before coming into school parents should be encouraged to write down any questions or concerns to aid good communication.

***While all staff have access to the list of pupils with particular needs maintained in school - known as the 'Yellow Pages', it is also expected that staff are actively engaged in identifying those pupils experiencing learning difficulties in the classroom. .***

The 'Yellow Pages' is a list, highlighting briefly the names of any pupils with individual needs. The list is distributed along with the Staff Handbook.

## **Assessment of Pupils with SEN**

For those new to Year 7 there is a great deal of contact with the Partner Primary Schools in order to establish as much advance information as possible and build up a sound working knowledge of pupils. This is collated and where something is of particular significance the pupil's name and the information is shared with the relevant staff. All other years are listed in a separate section of the Yellow pages.

Individual assessments are administered to pupils where concerns have been expressed. A reading and spelling test is given to most Year 7 at the beginning and end of the year.



Pupils, as appropriate, are placed on reading and/or spelling programmes following these assessments.

Assessments are made on the basis of identifying pupils who may need exam arrangements, to identify areas of difficulty for teaching and to inform of pupil's capability.

## **Roles of the Educational Support Team**

A major function of the team is to disseminate specific information and advice to staff about pupils. Such information is prepared, following discussion with, for example, PAL/PAM, Form Tutors, subject Teachers, Parents or Educational Psychologist, etc.

- Individual Educational Programmes (IEPs)

Some pupils will need specific targets being drawn up to focus their learning and progress. These IEPs take the form of information and advice sheets detailing targets as well as structured and progressive ways in which teachers should approach that particular pupil and his/her individual difficulties. IEPs normally contain advice and targets directly related to a pupil's learning – this may include specific references to behaviour. IEPs are periodically evaluated and revised.

- Modification and Differentiation of work

In-class support frequently involves some degree of curriculum modification, either for an individual or for a group. Frequently this is the presentation of modified or differentiated work tasks directly related to the class-work task being completed by the main teaching group. This should make a better continuum of work available to the whole group as well as reaffirming the supported students' place within the group. Members of EST provide advice and assistance with adapting materials in order to improve their effectiveness in classrooms.

- EST Handbook for all Staff

This handbook, produced by members of EST, details the varying situations and difficulties that may be experienced by pupils. For each difficulty guidance is given to staff on practical ways of helping them to appropriately support the pupils in class. This handbook is available to all staff.

- EST as Consultants

Advice and support for colleagues working with students with varying degrees of individual need, learning disability or behavioural problems, is available at all times. Such

consultation does not necessarily lead to personal in-class intervention. Advice might be in the form of alternative strategies or provision of a modified work programme or worksheet. EST, when necessary, organises case conferences that might involve all of a pupil's teachers or assistants as well as any appropriate outside agencies.

- In-class Support

In-class support means, working with a class alongside a mainstream teacher. The focus of the support teacher's role will usually be with an individual or with a group of students. The support work done is a result of clear, agreed planning, carried out in advance of the lesson(s). The modification and differentiation of work are principle ways of operating, using aspects of the class lesson as a medium for addressing the pupil's individual difficulties. To help the pupils who need support to access the curriculum effectively or are less organised members of the EST make a point of assisting with the recording of their homework tasks. For some pupils this means modifying the task in an appropriate way so that they have an opportunity to complete the task independently. This reduces the chance of the homework not being completed, and therefore contributes positively to the pupil's performance and self-esteem. Further ways in which in-class support can be used to enhance inclusion and teacher effectiveness in the classroom are described in the handbook.

- Withdrawal teaching

There will be specific occasions when withdrawal from all or part of a lesson might be necessary. This will depend on the precise needs of the individual. The timing of any withdrawal is planned carefully and reviewed frequently so as to balance it against mainstream class-work missed. The EST is particularly sensitive to selecting the subject(s) from which a pupil is withdrawn so as to avoid any loss of motivation through a pupil missing a lesson in which they normally enjoy a reasonable level of success. Some pupils, usually statemented for learning difficulties, are withdrawn on a regular basis from some lessons to develop specific skills and improve their independent learning skills.

- Additional option choices for KS4

In order to provide realistic option choices for pupils at Key Stage 4 alternative courses are offered as an integral part of the curriculum for Year 11.

## **Evaluating the Success of SEN at Bridgewater**

The success of the SEN policy and practice is reviewed annually.

The policy is measured by how effectively the objectives are met in relation to the following:

- Completion of statutory procedures for pupils statements e.g. annual reviews
- Local Authority quality assurance and evaluation of provision e.g. the Designated Provision
- Governor with responsibility for SEN
- The Faculty Self Evaluation process in relationship with the Governors
- The performance of pupils with SEN on courses undertaken
- Subject schemes of work will illustrate how differentiation policy is implemented, this will be reviewed periodically.
- The school development plans will include SEN training for all staff, with an element of SEN INSET . Each department will review the SEN training needs of its staff .
- The termly ‘Interim’ reports are evaluated to determine whether pupils are making expected progress. Pupils with SEN should reflect similar levels of success
- The effective monitoring or support through provision mapping
- The integration of pupils - withdrawal from interventions and from the COP register due to progress
- The outcomes of Teaching assistant deployment
- The successful identification of pupils with particular needs while at Bridgewater

## **Complaints from parents about SEN**

The school will conform with LEA procedures. Disagreements will be investigated efficiently with all aspects of each individual case being given proper consideration. Details of the complaints procedure may be obtained from the School Office or from the Local Authority. Disagreements concerning specific issues relating to Special Educational Need provision or in relation to a disability that are not dealt with satisfactorily by the school or the Local Authority can be referred to an independent tribunal. Details of the tribunal are available through the local authority and are described in the DFE document ‘Special Educational Needs – A guide for parents and careers’. Copies are available in school, from the local authority and from the DFE.

## **In service training for staff**

EST staff are enabled to experience training according to the needs of the school and personal development INSET is also provided experientially to members of staff on ways of meeting pupil needs, or producing work tasks designed to obtain the best from a pupil with a particular weakness. Much of this support occurs informally within the staff room as

well as through written advice issued directly to teaching staff as part of the ongoing support to all staff.

### Links with Parents

Members of the EST, are required to communicate on a regular basis with a wide range of other people. For example, meeting pupils in order to follow up work; planning or reviewing lessons/strategies with staff; maintaining detailed notes on pupil's progress in another subject area; contact with a variety of outside agencies; a high frequency of written/telephone contact with parents. A key role of the EST is that of additional meetings with parents for the purpose of discussing their child's progress in school. Often such meetings will be with the Pastoral manager. Each year, pupils who are subject to a statement of Special Educational Needs have an **annual Review of their statement** or a **Transitional Review** (Year 9). This is conducted in accordance with the DfE's Code of Practice.

Parents of pupils with SEN are invited to meet with the EST on parents evenings, Y9 option and transition events.

An important medium for regular contact with parents is through the **pupil's daily planner** where comments can easily be written, either by school, the pupil or the parents.

### Links with external facilities and agencies

There are several outside agencies with whom members of the Education Support Team have contact – the most frequent being the **Warrington Psychological Service, and the partner Primary Schools**. However, during any year the following are involved with the EST through case conferences, advisory meetings, report/letter writing and telephone calls:

- Partner Primary Schools
- Other High Schools
- Warrington Educational Psychological Service
- Connexions
- Sensory Impairment Advisors (Hearing & Vision)
- It Advisors (equipment for individual pupils)
- Warrington Education Support Team (Primary)
- Home Tutors for pupils unable to attend school
- Teachers of English as an Additional Language
- Speech and Language Therapists
- Area Health Authority
- Physiotherapists and Occupational Therapists

- Social Services
- Educational Welfare Officers
- Child and Adolescent Mental Health Service (CAMHS)

Many of these agencies require reports written and reviews of pupils' progress at various stages of the year, which are provided by EST.

### ***Warrington Educational Psychological Services***

Regular visits are made by the **Educational Psychologist** arranged by the Head of EST as a result of referrals agreed with Heads of Year or parent requests. They are kept informed about pupil problems progress. They are frequently involved in the meetings as well as parents. Advice sheets are sent to staff regarding outcomes and individual action plans revised as agreed in the discussions with all parties.

## Appendix

### EST Staffing Staffing of Special Educational Needs at Bridgewater

Responsibility for S.E.N. provision in school lies with the Principal, Mr T Long and the Headteachers Mrs Hatton and Mr Powell, and the Governing body. The two Governing Body Committees whose remit is SEN are the Safeguarding Committee and the Curriculum Committee.

Staff	Main responsibilities
September 2011	
Mr Andrew Thornton	SENCO & EST faculty leader
Suzanne Sutcliffe	Head of Designated Provision
Angela Hancock	L4 TA Designated Provision
Gina Wright	H.L.T.A. Designated Provision
Ed Kirby	L3 TA Designated Provision
Rachel Walker	L3 TA Designated Provision
Ceri McIntosh	HLTA Foundation Curriculum KS3 & Co-ordinator TLC Lower
Debbie Knowles	HLTA Personal Development Centre Upper Site
Carol Pickering	HLTA Personal Development Centre Upper Site
Caroline Brown	L4 TA Personal Development Centre Upper Site
Debbie Sadler	L3 BASE Teaching Assistant
Sharon Ward	L3 Pastoral assistant
Alison Aitchison	L3 Teaching Assistant (Daily time-tabling)
Rebecca Booth	L3 Teaching Assistant
Jane Coles	L4 TA Literacy at KS3
Melanie Dunne	L3 Teaching Assistant
Lindsey Evans	L3 Teaching Assistant
Jean Selwood	L3 Teaching Assistant
Chris Worrall	L3 Teaching Assistant
Lisa Gittins	L3 General and ASD support
Lisa Taylor	L3 Teaching assistant
Carol Gorman	Assistant to SENCO (H.L.T.A.)

Helen Flanagan      L4 TA Pastoral Lower Site

Margret Winstanley      L4 Teaching assistant (Appleton College)

#### Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

#### B. Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty (BESD)

#### C. Communication and Interaction Needs

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

#### D. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)