



Bridgewater High School

BRIDGEWATER HIGH SCHOOL

SEND POLICY and INFORMATION REPORT

Policy Reference Number	A53
Written By	Mrs Suzanne Sutcliffe
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Approved By	Governors
Name	Ian Wilson
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1. Introduction

Bridgewater High School is committed to providing a quality education and experience to all of its pupils. Pupils with Special Educational Needs or Disabilities will be supported both through school provision or through the school working with external agencies to achieve well and be ready for the next stage of education or employment. We regard all of our teachers to be teachers of SEND and in establishing the levels of support required will work with the pupils themselves, parents and carers and where necessary other professional to ensure that their needs are met.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

At Bridgewater we believe it is our responsibility:

- 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 pupils 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 SEND 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 link with primary schools to support the transition of pupils with SEND to high school including visits by SEND staff to local primary schools 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 SEND issues at intervals of at least once a year.
- to provide an alternative curriculum for pupils experiencing challenging situations, whose needs may not be met by traditional schooling.
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Our SEND policy and information report aims to:

- Set out how we identify and assess pupils for Special Educational Needs or Disabilities.
- Set out how our school will support and make provision for pupils with Special Educational Needs or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Students with Special Educational Needs or Disabilities (SEND) may be experiencing learning difficulties as identified in one, or more, of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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 an Education Health and Care Plan though most will be supported through provisions from within school

and will be supported through School Support. 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 all teachers who are advised and supported by the Educational Support Team under the leadership of the school SENDCo, the Pastoral system and the specific provision pathways within 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 (SEND) is organised at Bridgewater. It does not detail curriculum content but reflects the strategies, organisation and support pupils should expect from the staff, the Education 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 or a Disability.

2. Roles and responsibilities

The SENDCo

The SENDCo is **Mrs Suzanne Sutcliffe**

email: sendco@bridgewaterhigh.com

Mrs Sutcliffe is also Assistant Head Teacher (Inclusion and SEND)

The assistant SENDCo is **Mrs Catherine Morrison**

email: sendco@bridgewaterhigh.com

They will:

- Work with the Headteachers and the Governing Body including the SEND named governor 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 through the deployment of the Education Support Team and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and those defined as K code (School Support) by the school.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteachers and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Collaborate within TCAT and local area to ensure that all pupils at Bridgewater have the best chance of success
- Ensure the school keeps the records of all pupils with SEND up to date

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 **coordinators 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.
- Maximize 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

The Governing Body and the named SEND Governor -Jon Betts

The committees within the Full Governing Body with the support of the named governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the Headteachers, and Assistant Headteachers for Inclusion to determine the strategic development of the SEND policy and provision in the school

The Principal and the Headteachers will:

- Work with the Assistant Headteacher (SENDCo) and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Subject Teachers

Each subject teacher is a teacher of SEND they are responsible for

- Being aware of the range and level of need of pupils in their class.
- The progress and development of every pupil 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

3. SEND at Bridgewater

(a) The kinds of SEND that are provided for

Bridgewater High School currently provides additional and/or different provision for a range of needs, including the type of needs places each pupil on a pathway to secure appropriate provision.

- Communication and Interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties. We have a Designated ASD Provision for 25 pupils.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/ and multiple learning difficulties.

(b) Identifying pupils with SEND and assessing their needs

We will assess each pupil’s current skills and levels of attainment on entry during the first half term, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and 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
- Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a pupil 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 the wishes of the pupil 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.

(c) Consulting and involving pupils and parents

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

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We consider the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

(d) Assessing and reviewing pupils' progress towards outcomes

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

In each of the 4 pathways.

SEND Need	Pathway
Specific learning difficulties (SpLD)	COGNITION & LEARNING
Moderate learning difficulty (MLD)	
Severe learning difficulty (SLD)	
Profound and multiple learning difficulty (PMLD)	
Speech, language and communication needs (SLCN)	SLC
Autistic spectrum disorder (ASD)	SEMH
Social, emotional and mental health (SEMH)	
Visual impairment (VI)	PHYSICAL/SENSORY
Hearing impairment (HI)	
Multi-sensory impairment (MSI)	
Physical disability (PD)	
SEND support but no specialist assessment of type of need (NSA).	

The subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil 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 pupil's progress. All pupils including those with SEND are assessed three times a year in all subjects. This is shared with parents/carers in the Interim and End of Year Reports.

(e) Supporting pupils moving between phases and preparing for adulthood

At Bridgewater we feel that a smooth transition is very important. Strong links with primary schools are maintained which give Year 7 pupils a real opportunity to become used to the organisation and staff at Bridgewater. These links include visits by Pastoral staff and Education Support staff to primary schools to develop positive relationships with pupils and to obtain transitional information. All pupils making the transition from primary school have the opportunity to take part in taster days. Pupils with particular needs may have, by arrangement, additional or extended transition experiences depending on their situation.

Admissions arrangements are without prejudice towards pupils with SEND and follow the same procedures as with all pupils.

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 SEND but without an Education Health Care Plan are the same as those for all pupils. Pupils with an EHCP are placed by the LA, who make every effort to comply with parent and pupil preference in accordance with the LA's admission procedures.

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

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.

Pupils with SEND have Careers interviews throughout Y10 and Y11 to support their choices for Post 16.

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

(f) Our approach to teaching pupils with SEND

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

Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

(g) Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

(h) Additional support for learning

We have teaching assistants who are trained to deliver interventions such as;

- Anger Management
- Fresh Start (literacy)
- IDL Numeracy
- IDL Literacy
- Reading Programs
- Re-engage
- Re-track
- Self –Esteem
- Social Skills
- Speech and Language Programs
- Spelling Programs
- Subject Specific Interventions
- Well-being and Mental Health

(i) 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 personnel 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.

(j) In-class Support

In-class support frequently involves some degree of curriculum modification, either for 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.

(k) 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 those on an EHC Plan for learning difficulties, are withdrawn on a regular basis from some lessons to develop specific skills and improve their independent learning skills.

(I) 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 when need arises.

4. Evaluating the effectiveness of SEND provision

The effectiveness of the school's provision for SEND is measured with regard to:

- Timely completion of statutory procedures for pupils EHC Plans e.g. annual reviews
- Local Authority quality assurance processes of provision e.g. the Designated Provision and SEND Peer to Peer reviews.
- Governor with responsibility for SEND visits and observations
- The school Self-Evaluation process
- The performance of pupils with SEND on courses undertaken
- Evidence of Quality First Teaching through lesson observations
- Evidence of Continuing Professional Development for teachers and teaching assistants to support pupils with SEND
- The ongoing progress of pupils with SEND as shown through the cycle of progress meetings.
- The effectiveness of Provision Mapping through the Pathway Approach.
- The integration of pupils - withdrawal from interventions and from the SEND register due to progress.
- The outcomes of Teaching assistant deployment.
- The successful identification of pupils with particular needs while at Bridgewater.

5. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) to Conway, French and German Exchanges, New York, Martha's Vineyard.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

6. Support for improving emotional and social development

Bridgewater High is committed to the holistic development of every student, including those with SEND.

Our approach to Personal Development aims to keep all students in education and to provide them with lifelong skills to access both the taught curriculum and their inner self. Our aspiration is that students become resilient, confident and independent and that they are empowered to live safe, happy and fulfilling lives as they contribute to modern Britain.

The Personal Development curriculum is as important as the taught curriculum. This is because it will provide the skills and nurture qualities needed for all pupils to make the most of future opportunities and this includes bespoke pathways for those students who may be disadvantaged through social or SEND circumstances.

Pupils with SEND are encouraged to be part of the school council.

We have a sensible and pro-active approach to incidents of bullying and respond appropriately when incidents occur. See [Anti-Bullying Policy](#).

7. Working with other agencies

There are several outside agencies with whom members of the Education Support Team have contact during any year:

- Area Health Authority, including the Child Development Centre.
- Attendance Officer
- Careers First
- Child and Adolescent Mental Health Service (CAMHS)
- EHCP Coordinators.
- Home Tutors for pupils unable to attend school
- It Advisors (equipment for individual pupils)
- Other High Schools
- Physiotherapists and Occupational Therapists
- Primary Schools
- Specialist Nursing Team (ASD and ADHD)
- Speech and Language Therapists
- Social Services, including Early Help
- Warrington Educational Psychological Service
- Warrington Youth Base
- Young Carers

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

8. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints procedure.

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

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

9. Contact details of support services for parents of pupils with SEND

[Warrington Special Educational Needs & Disability – Information Advice and Support Service \(Warrington SEND IASS\)](#)

Warrington SEND, Information, Advice and Support Service helps parents, carers and young people with special educational needs in early education settings, schools and colleges.

Most children will move through pre-school, school and college without any major problems, but some children and young people, may have difficulties in learning. If you have concerns or worries they may be able to help.

They can explain:

How the education system works

What early education providers, schools and colleges can do to help your child/young person.

What local authorities and other services can do to help your child/young person.

Your rights and your child/young person rights.

If you live in Warrington, there are a number of ways that you can contact them: -

Phone on: 01925 442978

Write to them at:

Warrington SEND IASS
Families and Wellbeing Directorate
New Town House, Buttermarket Street
Warrington WA1 2NH

They work in partnership with parents, schools, colleges, local authority and other service providers. Warrington Parents and Carers. They are a voluntary group of enthusiastic, dedicated and experienced parents, carers, grandparents and family members of children and young people aged of 0-25 years with disabilities and additional needs.

10. Contact details for raising concerns

In the first instance concerns should be raised through a pupil's Pastoral Support Manager (PAM) or Pastoral Support Leader (PAL)

11. The local authority local offer

Our contribution to the local offer is: [BWHS Local Offer](#)

Our local authority's local offer is published here: [Warrington Local Offer](#)

12. 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 governing board.

13. Links with other policies and documents

This policy links to our policies on:

- [Accessibility Policy](#)
- [Administration of Medication and Medical Care Policy](#)
- [Behaviour Management Policy](#)
- [Complaints Procedure TCAT](#)
- [TCAT Equality Information and Objectives](#)

14. Glossary of Abbreviations

ADHD – Attention, Deficit, Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

CAMHS - Child and Adolescent Mental Health Service

EHC Plan – Education, Health and Care Plan

EST – Education Support Team

IASS – Information, Advice and Support Service

KS3 – Key Stage 3
KS4 – Key Stage 4
LA – Local Authority
SEND – Special Educational Needs and/or disability
SENDCo – Special Educational Needs and Disabilities Coordinator
SLC – Speech, Language, Communication

15. Legislation and guidance

This policy and information report 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 and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report
- [Keeping Children Safe in Education 2020 Update Jan 2021](#)
- This policy also complies with our funding agreement and articles of association.