

BRIDGEWATER SCHOOL

WORSLEY, MANCHESTER
M28 2WQ

WHOLE SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

SCOPE:

This policy covers all pupils attending Bridgewater School, including those in EYFS and any using the school's Early and Late Clubs. In order to address all our pupils' needs, separate procedures may be appropriate for EYFS, Prep or Senior children. Where this is the case, the relevant procedure is attached.

General Objective

At Bridgewater School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. Participation by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and the majority of pupils with learning difficulties may require work to be suitably presented and differentiated to match their need.

We therefore intend . . .

- ❖ To have regard to the 2014 Code of Practice on the identification and assessment of special educational needs and the Equality Act 2010.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress, the school will endeavor to provide work and/or support that is additional to or different from that provided as part of the school's usual differentiated curriculum. **This, however, does not obligate the school to any financial commitments.**
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Where a child is identified as having special educational needs, a School Pupil Profile will be drawn up and tailored to each individual child's needs when necessary. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, class/form teacher, assistant SENCo and Head of Learning Support. For pupils with additional health or medical needs, a school Health and Medical Plan will be drawn up.
- ❖ Enhance self-esteem by setting appropriate and achievable targets when needed. Within Senior School, this will usually be through the review of reports/grade cards by form tutors.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate or, indeed possible.
- ❖ To include the child within the class, wherever and whenever practicable.

- ❖ Endeavour to use all resources appropriately and efficiently.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Bridgewater School will provide in line with the new Code of Practice.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ social, emotional and mental health
- ❖ sensory and/or physical

Identification and Assessment

- *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

(SEND Code of Practice: 0-25 years. April 2014)

A child under compulsory school age has special educational needs if they fall within the definitions above or would so do if special educational provision were not made for them. *(Clause 20 Children and Families Bill 2014).*

Therefore, the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/guardian should be involved throughout.

- ❖ Child and family
- ❖ Class teacher
- ❖ Any of the support services mentioned within the "Guidelines for Parents" (see below)
- ❖ Records – should they have been sent from the child's previous school

- ❖ Base line assessments
- ❖ In-house testing and assessment i.e. GL Assessment's Dyslexia Screener and Portfolio, Senior reports and grade cards
- ❖ SENCO's professional judgement

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from assessment results
- ❖ their progress against national standards and expectations i.e. grades and reports
- ❖ their performance against the level descriptors within the National Curriculum at the end of a key stages 3 and 4
- ❖ standardised screening

Although staff may have discussed certain concerns they may regarding a child with parents at a parents' evening, **on no account must they mention the possibility of SEN to parents.** Any concerns must be passed to the Head of Learning Support or Assistant SENCO in writing, along with any strategies already tried/failed.

Class/Form/Subject teachers must complete an "SEN – Teacher Concern Form" and submit it to the Head of learning Support or Assistant SENCOs. These can be found on the SSD and Prep Drive in the SENCO folders.

The Head of Learning Support will coordinate further advice/intervention/action between the class/form/subject teachers and the parents.

In order to apply for exam concessions in GCSE and A 'Level examinations, the Head of Learning Support must be able to prove that any concessions are needed **as part of a long term condition.** Any concessions applied for must be **the student's usual way of working within school.** Due to these strict requirements, any referrals to the Head of Learning Support **must be completed for students no later than the February when a Student is in Year Ten.** This allows time for any assessment needed to take place, any evidence needed to be collected and any concessions to be applied within the school environment.

Teachers must log when extra time is taken in school assessments/exams to help establish a student's 'normal way of working' ready for applications to JCQ for GCSEs and 'A' Levels. Use of assistive technology such as laptops and reading pens must also be logged by staff.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from the possibility of special educational needs. Any students identified as having EAL will complete the Cambridge Baseline Secondary Assessment or School Adapted EAL Assessment in Prep. Based on levels achieved, appropriate support can be put in place through interventions such as 'Learning Village' and the creation of Pupil Profiles.

Identifying pupils with Special Educational Needs, Assessment and Provision

Early identification is very important as the earlier action is taken the more responsive the child is likely to be.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways:-

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum if appropriate eg. some children with identified SLDs may be withdrawn from MFL/are given an adapted or reduced timetable or at GCSE are given a reduced timetable
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour.

If a child's progress is inadequate, the form/class/subject teachers will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum. These will be recorded in a personalised Pupil Profile for the child. The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted, particularly in a child's identified areas of weakness
- ❖ shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Intervention refers to individual strategies for a student on their Pupil Profile or withdrawal for sessions such as IDL or one-to-one sessions with the school's specialist dyslexia teacher.

Following a meeting to review a child's progress and, in consultation with parents, a decision may be taken to seek help, advice and/or guidance from external agencies. (See "Guidelines for Parents")

Use of external agencies and specialists

The triggers for contacting an external agency or specialist could be that, despite receiving individual targeted support from teachers – including form/class/subject teachers, the child:

- ❖ continues to make little or no progress in specific areas over a long period
- ❖ continues working at levels substantially below that expected of children of a similar age
- ❖ continues to have difficulty in developing literacy and mathematical skills
- ❖ has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual behaviour management programme
- ❖ has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service

- ❖ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The above is a graduated response of action and intervention when a child is identified as having special educational needs. Some children will require less rather than more help if the interventions work successfully. **Some pupils will require no intervention as they cope well within mainstream education and their needs are met through QFT/HQT and therefore only require monitoring.** The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress.

Parents will be made aware of the potential cost involved in the child being formally assessed by an external agency from the outset. (See "SEN - Guidelines for Parents" below)

Requesting an formal assessment of Special Educational Needs

If, after action has been taken to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then the school may ask that a child be formally assessed.

Examples of external agencies include:

- ❖ Salford's School Nurses
- ❖ CAMHS and Emerge Team for Post 16.
- ❖ LEA Inclusion Services – depending on the disability and whether the child has transferred school
- ❖ Social Services
- ❖ Speech therapists
- ❖ Rebecca Clifford from DYSAPPEAR– Higher Level Teacher and Assessor of SPLDS
- ❖ GPs
- ❖ Early Help Team through LEA

Pupil Profiles

Pupil Profiles are used for individual pupils and outline the relative strength and difficulties by any teachers, pupils, parents or reports from outside agencies. It is intended that this is a working document which accompanies the child through the school and may contain:

- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ the pupil's opinion
- ❖ the parents' opinion

Monitoring and Reviewing

According to the Code of Practice, ideally parents should have contact with school 2-3 times per year. **This can include parents' evenings.** There is no strict timing of reviews.

Graduated approach

Teachers are responsible and accountable for the progress and development of pupils in their class, even where pupils access support from TAs or specialist staff. (Code of Practice)

SEN support takes the form of a four-part cycle, in which previous actions and decisions are revisited, refined and revised:

1. Assess
2. Plan (Head of Learning Support and Assistant SENCo) through Pupil Profile
3. Do (class/form/subject teacher)
4. Review (SENCo and teacher/parent)

Record Keeping and Assessment

For exams and assessments, the school takes the advice given in the formal assessment ie. whether they should be given extra time for their assessments where necessary and/or use a laptop or take rest breaks. Reports for public examinations must be written by the school's appointed assessor – currently C. Hemmings and R. Clifford. The school has a responsibility to submit any Form 8s, Form 8F and Form 9s required by the exam board and provide evidence to support any request for exam concessions for individual pupils. Teaching staff are responsible for collecting evidence of where ET is used by individual pupils they teach and for providing written statements of Access Arrangements used in their subject to support Access Arrangement applications.

Special Needs Folder

There are SENCO folders on both the Senior and Prep areas of the Staff Shared Drive in which the Pupil Profiles are kept. These are for staff viewing. Each SENCO also keeps a private folder with the SEN Register and any other sensitive information.

During the year children's needs change. They may cease to need support, and so an appropriate comment can be noted on the Pupil Profiles.

As an independent school, it is rare that we are sent confidential information eg. a report from an Educational Psychologist or Specialist Dyslexia Assessor, directly from an external agency. We ask the parent to send information in and the SENCO extracts the relevant information and shares this with the child's teachers via the Pupil Profile. This document is then either stored as a hard copy in a confidential folder or electronically in the SENCO's private folder as well as in the child's main school file.

Other Records

Some teachers may keep anecdotal records, which are part of their continuous assessment.

- ❖ Mark books
- ❖ Individual records of support work kept by any support teachers involved (Prep) or TAs.
- ❖ Reading records (Prep)
- ❖ Examples of work – see pupil files and work folders (Prep)

Most of these records are part of continuous assessment. It is also important that results of formal testing, such as Cambridge Insight, MIDYIS, YELLIS, and in-house assessments are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help the child make progress. In Prep, all this information is passed on at the end of the year handover meetings which take place between class teachers.

Medical Information

The school database (SIMs) is updated as and when information comes into school. Any major changes are passed on to the class/form teachers and SENCOs straight away.

It is important to remember that a medical diagnosis or a disability does not necessarily imply SEND.

It is the whole child that must be considered; however, medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

For any serious medical or health conditions, an Educational, Health and Medical Plan will be drawn up in school by the Head of Learning Support, in consultation with relevant outside professional (e.g. CAMHs), parents and the child concerned. This will advise staff on individual children's needs and how they should be supported in school.

The general role of the Head of Learning Support and Assistant SENCo

- ❖ overseeing the day-to-day operation of the school's SEND policy
- ❖ coordinating provision for children with special educational needs, including the role of any teaching assistants.
- ❖ liaising with and advising teachers on how best to support children identified on the school's SEND register within the classroom and on school trips.
- ❖ managing learning support assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments

The "small steps" approach

It is very important to realise that many children have complex, inter-connected needs and they should not be categorised or labelled. Bridgewater School will endeavour to build on what a child already knows in a 'small steps' approach.

The main aim is always to give children access to all aspects of the curriculum, with priorities which are

- ❖ Real - relating to the child's needs
- ❖ Relevant - so that the child sees the purpose of the activity
- ❖ Realistic - so that the child can achieve success

This means – differentiation or scaffolding of work by:-

- ❖ Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
- ❖ Breaking difficult tasks down into more manageable parts, across the curriculum.
- ❖ More attention to the child's point of entry.
- ❖ More variety between practical and written tasks.
- ❖ Making use of computers or other technology available etc.
- ❖ Building on a child's strengths and interests, rather than dwelling on his weaknesses.
- ❖ Modifying of worksheets and activities when necessary.
- ❖ Being aware of the differing concentration levels of children within the class.
- ❖ Praising and enhancing self-esteem.
- ❖ The setting of achievable targets.
- ❖ Effective use of additional staff, parents and other children.

The SEND Register

The school maintains two registers, one Prep and one Senior, which contain details of all children identified as having special needs, plus those who are being monitored due to being cause for concern. The registers can be found in the relevant SENCO folders on the SSD. The registers include all currently monitored children including those with a Pupil Profile. The SEND registers are continually revised and updated.

Reasonable adjustments

The amendments to the Disability Discrimination Act brought about by the Special Educational Needs and Disability Act 2001, which requires schools not to discriminate, includes an obligation to make reasonable adjustments.

This is set out as an anticipatory duty, which means that responsible bodies of schools (in most cases, governing bodies) should contemplate, in advance, adjustments that might be made, as well as responding to individual requests from disabled pupils and their families.

The obligation to make reasonable adjustments is limited so that there is no obligation to change the physical structure of premises, nor to provide additional staff or equipment. However, there is also a duty to prepare, maintain and review what are known as accessibility plans, which establish what the school will do in order to promote access and inclusion to the curriculum and in other areas.

Many adjustments that could be required are relatively straightforward and of little or no cost. However, some may require a degree of forethought - such as timetabling of classes to ensure that students who are wheelchair users are not in rooms in inaccessible parts of the building.

Examinations- Reasonable Adjustments:

As required by JCQ, we have a qualified school assessor (Ms. Cheryl Hemmings) to complete all access arrangements for external examinations. Should a more thorough assessment be required (such as a full dyslexia diagnosis), the school has a nominated assessor, Rebecca Clifford from Dysappear. All qualifications have been checked and are on file at school.

In order to apply for exam concessions in GCSE and A 'Level examinations, the Head of Learning Support must be able to prove that any concessions are needed **as part of a long term condition**. Any concessions applied for must be **the student's usual way of working within school**. Due to these strict requirements, any referrals to the Head of Learning Support **must be completed for students no later than the February when a Student is in Year Ten**. This allows time for any assessment needed to take place and any concessions to be applied within the school environment. Teaching Staff are responsible for providing evidence of when extra time is taken in their subject and for providing a short statement explaining why the pupil needs the exams access adjustment in their subject.

Linked Policies

This policy will contribute to the revision of related school policies e.g.

- ❖ School Development Plan
- ❖ Equal opportunity policy
- ❖ Curriculum policies
- ❖ Accessibility Plan
- ❖ EAL Policy

**Reviewed by the Head Teacher, the Senior Management Team and the Head of Learning Support-
March 2026**

APPENDIX

Guidelines for Parents

BRIDGEWATER SCHOOL
WORSLEY, MANCHESTER
M28 2WQ

SEND – Guidelines for Parents

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.”
(Warnock Report, 1.4)

This document is written for you, the parents, in order to help you understand how we approach any concerns we have regarding your child’s learning, progress or development.

It is an essential part of any child’s education that the parents and school work in partnership and harmony in order to advance a child’s academic, personal and social development. At Bridgewater School, the emphasis is on a whole school approach and we aim to provide all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

	Key Indicators	Actions
1	If we are concerned that a child is not making progress consistent with children of the same age.	<ul style="list-style-type: none"> • The class teacher (Prep) or Form/Subject Teacher (Seniors) approaches the Head of Learning Support or assistant SENCo with any issues they have regarding a child; be it academic, social, behavioural, etc. • The Head of Learning Support will ascertain what strategies the teacher has already put in place to support the child and primarily advise the staff at this point. If the Head of Learning Support feels it warrants further observation/investigation, the teacher will complete an SEN – Teacher Concern Form, on which the member of staff will note the concerns he/she has about the child in question. • Intervention will be purely classroom-based at this stage, and may include the use of differentiation and possibly extra support in the Prep, if available. • If the concerns remain, the Head of Learning Support will investigate further and may ask other teachers who also have an input in the child’s education/welfare for their observations. • As parents, you will be invited in to discuss these issues with the Head of Learning support. • Your child will now be monitored by the form/class teacher in conjunction with other relevant staff, and written records will be kept. • The class teacher will liaise closely with the Head of Learning Support who may or may not decide to screen or observe the child at this point. School subscribes to a Dyslexia Screening service and Portfolio which, although not diagnostic, could suggest a “next step”. Only children from Prep III up will be screened due to the nature of the tests.
2	The child has not made progress in response to previous stage’s classroom-based	<ul style="list-style-type: none"> • The child will continue to be monitored by the class/form teacher and will meet with the Head of Learning Support/Assistant SENCO to assess the impact on the child’s progress. • Parents will be invited in for a formal meeting with the Head of Learning Support or assistant SENCo and possibly the class/form teacher to discuss the concerns/issues. • If not done so already, they may or may not decide to screen the child. • The Head of Learning Support/Assistant SENCO will discuss the implementation of a Pupil Profile with the parents and class/form/subject teacher with an open discussion

	intervention.	<p>of strategies that could be put in place to support the child.</p> <ul style="list-style-type: none"> • Written records will be kept. • The Head of Learning Support or Assistant SENCO will inform the Head of all new developments either verbally or in writing.
3	The Pupil Profile is reviewed each year.	<ul style="list-style-type: none"> • A decision can be made at this point to cease, continue or alter the intervention dependent on circumstances. • Both the parents and child will be actively involved. • Monitoring of a child may include class or group observations, recording or videoing. Parental permission, usually in writing, will be sought at all stages if this is required (see IMPORTANT NOTES below). • The Profile is updated post meeting with parents and pupil. • The Head of Learning Support will keep the Head up to date at each juncture.
4	The Pupil Profile will continue to be reviewed (twice annually). Depending on the outcome, the SENCO may recommend the use of an external agency.	<ul style="list-style-type: none"> • A continuing lack of progress may indicate a requirement to involve an outside agency including: <ul style="list-style-type: none"> - CAMHS (Child and Adolescent Mental Health Services) - Emerge Services (Post 16) - Educational Psychologist - Clinical Psychologist - Salford Schools' Nurses - Occupational Health worker - Speech and Language Therapist - LEA Inclusion Services – depending on the disability and whether the child has transferred school - Social Services - Rebecca Clifford – Higher Level Teacher and Assessor for Examination Access Arrangements - GPs - School employed dyslexia teacher - Early Help Team • Use of external agencies requires parental permission which will be asked for when required. • Parents are responsible for meeting all costs incurred by using an external agency. • If parents feel unable, for whatever reason, to meet these costs, they will be asked to seek help through their GP. This, unfortunately, can take a great deal of time and may result in a significant delay in your child receiving a report which will enable school to address their needs appropriately so that strategies can be developed to support your child. (See IMPORTANT NOTES below). If parents choose to see the child's GP, the Head of Learning Support will write a letter in support of the action. They will also complete any paperwork from educational psychologists. • Once again, the Head of Learning Support will continue to keep the Head up to date.
5	Acting on the reports and advice of outside agencies.	<ul style="list-style-type: none"> • School will endeavour to assist and support the child, acting on the guidance and advice set out in the report as far as is reasonably possible within the given class situation. • School will comply if the report/assessment states a child should receive specific dispensations in exams which correspond with their normal ways of working; such as using a laptop, extra time, etc. • Exam concessions cannot be granted when recommended by an external assessor. As per JCQ guidelines, the school must complete any FORM 8 (part 1) prior to assessments taking place. Assessments must then be completed by the school's appointed assessors. <u>Parents must be aware that funding for extra support for their child is not available from Bridgewater School.</u> • Certain types of help/support may possibly be offered or available but at a cost to parents.

IMPORTANT NOTES

If, at any point, parents decline to give permission for the school to act in what they consider to be the child's best interests or refuse to seek and fund an external evaluation as recommended by the Head of Learning Support:

- A document will be drawn up, stating our concerns and reasons for our requests (including the use of an external agency)
- Parents will be asked to sign to confirm their compliance or refusal to work with the school in the matter
- If parents are unwilling to sign this document, it will be signed per procuracionem (p.p.) by the Head and a member of the SLT and subsequently forwarded to the Governors. It will then remain in the child's file.
- In very extreme circumstances, especially when we are unable to address the child's needs without specific intervention, the Head of Learning Support and Head will discuss the viability of the child's future at the school.

Please note the school has a Complaints Procedure. This is available on the school's website at www.bridgewater-school.co.uk or a hard copy is available from the school office.

Please also feel free to ask for a copy of our SEND (Special Educational Needs & Disability) Policy.

Prep SENCOs- Sarah White and Kate Chilton

Head of Learning Support – Cheryl Hemmings