



SPAGHETTI BRIDGE

SEN Policy and Information Report

Policy Owner	Group Education Quality & Outcomes Lead
Applies to	<i>This policy applies to all services</i>
Superseded Documents	<i>This policy replaces any past version of the SEN Policy and Information Report</i>
Associated Documents	<i>This policy links to our policies on: Accessibility plan Relational Support Equality information and objectives Supporting students with medical conditions First Aid Policy Anti-bullying policy</i>
Review Frequency	<i>This policy is to be reviewed annually</i>
Date of Implementation	<i>September 2021</i>
Review Date	<i>November 2024</i>
New Review Date	November 2025
Approved by Chief Executive Officer	<p><i>Dan Alipaz</i></p> <hr/> <p>Dan Alipaz (Nov 20, 2024, 9:27pm)</p>
Approved by the Chair of the Board	<p><i>Stephen Bradshaw</i></p> <hr/> <p>Stephen Bradshaw (Nov 22, 2024, 3:15pm)</p>

Table of Contents

1. Introduction.....	2
2. Scope.....	2
3. Policy Statement.....	3
4. Roles & Responsibilities.....	4
5. Support, Advice and Communication.....	5

1. Introduction

Aim

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for our students, all of whom have an EHCP in place for their educational needs.
- Explain the roles and responsibilities of everyone involved in providing for our students with SEN.

Legal Framework

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 students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

2. Scope

A student has SEN 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.

3. Policy Statement

Our school currently provides additional and/or different provision for a range of needs, including:

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

The base teacher will work with Curriculum Coordinators, Relational Support Leads, the wider education team, and external stakeholders to carry out a clear analysis of the student's needs. This will draw on:

- Information collected as part of the admissions process
- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Advice from therapists and other professionals
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

We will share information with the school, college, or other setting the student is moving to as part of their transition from a Spaghetti Bridge school. We will agree with parents/carers and students which information will be shared as part of this.

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing in order to meet the needs of the student.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Working with their sensory and communication needs and training staff to implement these strategies.
- Our schools are designed to meet sensory needs in the following four ways; biophilic design, colours, furniture and lighting

All assessments of needs, outcomes, and provision will be used to update each student's Education, Health, and Care Plan as part of the annual review process. Staff will use the draft version of the document as agreed in the review and subsequently shared (not including sections F and I or specific amendments not agreed by all attendees) following a review in order to ensure that the most recent and relevant learning programme is in place for each student. If the finalised document is not returned within a reasonable period, the school will follow the Spaghetti Bridge Escalation Procedure in order to ensure that each student has a finalised and current EHCP in place.

4. Roles & Responsibilities

Implementation

Curriculum Coordinators

The Curriculum Coordinator will:

- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that our students receive appropriate support and high quality teaching
- Advise on the deployment of the school's resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and the governing body 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 SEN up to date
- Will ensure that the voice of students and parents/carers are

Headteacher

The Headteacher will:

- Work with the SEN Lead and the governing body to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of all our students .
- Have overall responsibility that all student's medical needs are met.

Each base 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 Curriculum Coordinator to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The governors are responsible for:

- Monitoring the school's progress and ensuring that the school's provision meets the needs of all students
- Ensuring that the voice of students and their parents is heard and responded to

5. Support, Advice and Communication

For initial advice, support or guidance regarding the policy please refer to the Headteacher.

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