

SEND Policy

THE BRIDGE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

- **Principles**

The Director, teachers and administrative staff at The Bridge School are fully committed to the ideal of maximising the potential of students by meeting their individual needs. They adhere to the following principles:

- Students are entitled to have access to a broad, balanced and relevant curriculum. The curriculum must be well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.
- Students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities.
- Students within the College are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.
- Students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned, implemented, monitored and reviewed.
- All teachers at The Bridge School are considered to be teachers of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress.
- The pastoral and academic areas of the curriculum are managed in such a way as to ensure that the participation of students in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of students.

- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with students whose individual needs are additional and complex. It is recognised that the [1996 Education Act](#), the [Children and Families Act 2014](#) and the [2014 SEND Code of Practice](#) are valuable sources of structure and guidance in developing systems and processes which will help to ensure that the needs of all students at The Bridge School are met.

- **Aims**

We will aim to:

- Ensure that all students at the College receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve students and families in decisions regarding education and the meeting of the students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the College (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.
- Plan the provision of appropriate staff development and training to ensure that staff enhance and update their skills in meeting the needs of students with Special Needs.
- Ensure that the obligations of the College are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

	<ul style="list-style-type: none"> ● Responsibilities ● The Head Teacher and Deputy Principal management have a strategic overview of SEND. Their role includes: <ul style="list-style-type: none"> ○ Working as part of the school's leadership team to determine the strategic development of SEND policy and provision ○ Responsibility for monitoring the implementation of the SEND Policy in the school to ensure that it is embedded ○ Being accountable for raising levels of achievement and rates of progress for learners in the school ○ Leading on strategic projects to develop the quality provision for learners ○ Working with relevant local authorities, external agencies and services to ensure that appropriate advice and provision is sought and provided to learners ○ Responsibility for the quality assurance of teaching staff ○ Ensuring that appropriate training is in place to support all staff to develop their professional learning, skills and expertise in relation to SEND ○ Recruitment of SEND staffing in consultation with school senior leaders and SENCOs. ○ Trust Directors of Inclusion will be qualified teachers and where they have not previously been a SENCO, will hold the National Award in Special Educational Needs Co-ordination. ● SENCO: <ul style="list-style-type: none"> ○ Works with the school leadership team and Trust Directors of Inclusion to determine the strategic development of the SEND policy and provision ○ Takes overall responsibility for managing SEND provision within the school ○ Contributes to the effective management of the SEND budgets ○ Is accountable for raising levels of achievement and rates of progress for student/pupils with SEND 	
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	<ul style="list-style-type: none"> ○ Maintains an accurate and up-to-date register of provision made for student/pupils with SEND ○ Is responsible for monitoring the implementation of the SEND policy across the school to ensure that it is embedded ○ Works with relevant external agencies and services to ensure that appropriate advice and provision is sought and provided to student/pupils with SEND ○ Co-ordinates the support timetable for staff with Specialist SEND roles ○ Is responsible for the quality assurance of the teaching staff ● All teachers and staff: <ul style="list-style-type: none"> ○ Are responsible for delivering high quality learning and support which takes into account the specific needs of learners ○ Producing a termly report about the progress of each learner ● Trustees/Governors <ul style="list-style-type: none"> ○ All governors have an understanding of the provision and leadership of SEND in the school ○ They will provide advice and guidance when needed ● Managing Behaviour <p>All students at the school will have a Positive Behaviour Support (PBS) plan created for them to help manage any challenging behaviour. These will be created by the school's educational psychologist and with the input and support of all individuals responsible for the care of the learners including the academic team.</p> 	
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	<p>In cases of extreme challenging behaviour staff at the Bridge SEN School have the power to employ lawful use of reasonable force if required to subdue any learner deemed to be a risk to other learners or staff. Force will not be employed unless deemed absolutely necessary and only those fully trained in restraint will employ such measures. This will be clarified in individual PBS plans</p> <p>What is a reasonable force?</p> <ol style="list-style-type: none"> 1. The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. 2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 3. 'Reasonable in the circumstances' means using no more force than is needed. 4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. <p>For full information about managing student's behaviour please consult the Behaviour Policy, Challenging Behaviour Policy and Restraint Policy.</p> <ul style="list-style-type: none"> ● Additional charges <ul style="list-style-type: none"> ● Classroom Materials 	
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	<p>No charge will be made for materials or equipment. However, for certain practical activities (design technology, etc) parents may be invited to provide materials or ingredients on a voluntary basis. Where parents would like to possess the finished product, the school reserves the right to charge the cost or require the supply of the necessary materials.</p> <ul style="list-style-type: none"> ● Examination Fees a) The school will pay the entry fee for all prescribed examinations except: <ul style="list-style-type: none"> i. where the governors consider that there are educational reasons why the students should not be entered or if the parents have so requested in writing; ii. where the school has not prepared the student for the particular examination. Christopher Whitehead Language College & Sixth Form – continuation page Charging and Remissions for School Activities Policy Revised: September 2016 (KA) Page 3 of 3 b) If a student (with parental agreement) is entered for a non-prescribed examination, then parents may be charged for the entry fee together with any associated charges. All those students who fail to complete the required coursework or fail to sit the final examinations may be charged the entry fee. The school will consider waiving the requirement to pay any examination entry fees where there is clear evidence of severe family hardship. ● Damage or Loss to Property A charge will be levied in respect of wilful damage, neglect or loss of school property (including premises, furniture, equipment, books and materials). The charge will be the cost of replacement, repair or a lower cost may be set at the decision of the Head teacher. A charge may be levied in respect of accidental damage, or loss of property belonging to a third party if the damage is considered enough to warrant additional payment. Such charges will be administered at the decision of the director. ● Tracking Progress Each learner will have individual schemes of work devised to cover all the classes in the school and will be personalised to the learner's EHCP, identifying their needs and desired outcomes. These are to be reviewed each term. The teachers will produce individual term reports of a learner's progress each term. The SENCO and the Academic Manager have a responsibility to ensure all appropriate information has been collected. Rationale for changes should be documented and retained. In addition, each learner will have bi monthly assessments of their progress with phonics and a termly assessment of . 	
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	<ul style="list-style-type: none"> ● Treatment Integrity on Fidelity of Implementation The academic team should review data and observations on learners on a regular basis to determine necessary changes to teaching approaches, interventions or whether additional support is needed. <p>The Bridge SEN School is committed to reviewing our policy and good practice annually.</p>	
	Updated December 2025	Next update due December 2026