

The Constance Bridgeman Centre

Knowledge, Understanding, Opportunity

SEN Policy 2022

SEN Policy Review

This policy was reviewed and adopted at the management committee meeting on 29th November 2022

This policy is due for review in September 2024

Signature: *Tony Clayton*

Date 29/11/22

Headteacher

Signature: *Martin Sachs*

Date 29/11/22

Chair of Management Committee

STATEMENT

At The Constance Bridgeman Centre we aim to promote personal growth through achievement for all members of the school community.

Through our Special Educational Needs policy we aim to ensure that all students have access to their full educational entitlement. The policy should provide for them, as part of a continuum of support, access to mainstream schools, colleges, vocational experiences and the world of work, where appropriate.

We believe that the Special Educational Needs policy should underpin and be reflected in all school practices and policies, which is an important way of demonstrating our on-going commitment to equal opportunities and inclusion.

Every child has the right to have their needs recognised, assessed, identified, provided for and monitored in line with the guidelines laid down in the LA Special Needs Policy, and the SEN Code of Practice.

We aim to do this in partnership with parents and carers, the LA, other schools and educational establishments as well as external agencies.

The role of the SEN Coordinator

The designated teacher coordinating SEN is responsible for:

- the implementation and operation of the SEN policy
- liaising with and advising fellow members of staff
- coordinating provision for children with special educational needs
- liaising with external agencies including the Educational Psychology Service, medical and social services and other support agencies.

PROCEDURES – ASSESS, PLAN, DO REVIEW

Following completion of baseline assessments, the SENCo will complete an individual student profile, identifying initial student needs. This information will then be shared with the staff group and added to student MIS database. The student profile will identify student needs documenting their -

- strengths and weaknesses
- barriers to learning

Strategies to support any identified needs will then be identified.

The profile will be shared with the student and their views will be taken into account , when completing the document. All staff will be made aware of the profile and how to access it. It is the responsibility of the SENCo to monitor the implementation of each plan.

At regular student reviews involving all staff, the student profile will be evaluated and any amendments made. This will then be shared with the student.

EHCP & HCP

Reviews will be held for EHCP & HCP in accordance with legal requirements.

EXTERNAL AGENCIES

At the Constance Bridgeman Centre we believe that the partnership between home, school and external agencies is essential in meeting the special educational needs of our students.

The Centre has links with secondary and special schools, the Child & Family Consultation Centre, the Educational Psychology Service, the Directorate of Personnel Services, the Education Welfare Service, Health and Community Care, Youth Offending Team and other external agencies as listed in the LA handbook.

It is the role of the Head of Centre to maintain and develop effective liaison with all agencies involved with the school.

September 2022