



Special Educational Needs Policy

Ratification Date: 5/09/25

Signed: Diane Robinson/Tracey Lecointe

Review Date: 5/09/27

1. AIMS

Our SEND policy aims to:

- Set out how New Bridge Alternative Education will support and make provision for pupils with special educational needs and disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

New Bridge Alternative Education provides provision in KS3 and 4 to support children with social, emotional & mental health (SEMH) needs. New Bridge Alternative Education work closely with each child's home school to support pupils to successfully transition from and back into their mainstream setting or as part of transition to another alternative provision or specialist setting. Graduated and personalised interventions contribute to the positive outcomes for children and young people. New Bridge Alternative Education is committed to the promotion of inclusive support, raising standards for children with SEMH needs and improving their life chances. New Bridge Alternative Education values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment and opportunities for learning through classroom-based and personalised interventions.

2. LEGISLATION AND GUIDANCE

This policy is based on the statutory Special Educational Needs and Disability Code of Practice: 0-25, 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.
- **The Equality Act 2010** is a law which protects from discrimination or unfair treatment based on certain characteristics such as disability.

3. DEFINITIONS

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 most 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.

4. ROLES AND RESPONSIBILITIES

4.1 The Consultant SENCO Adviser for New Bridge is Pippa Bennett

The Consultant SEND Adviser will work with Directors and staff to:

- Co-ordinate specific SEND provision to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues who will carry out direct work with students, parents, and ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach and the Assess, Plan, Do, Review cycle to providing SEND support.
- Advise on the deployment of any budget and other resources to meet pupils' needs effectively.
- Work with the Directors to ensure that New Bridge meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensure that New Bridge keeps the records of all pupils with SEND up to date.

4.2 The Directors will:

- Work with the consultant SEND Adviser to determine the strategic development of the SEND policy and provision in New Bridge.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Help to raise awareness of SEND issues at staff meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the schools.
- Determine the strategic development of the SEND policy and provision in New Bridge.

4.3 Teachers are responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants and / specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Directors to review each pupil's progress and development and decide on and implement any changes to provision.
- Ensuring they follow this SEND policy.