

Newbridge Learning Community

SEN Policy



Date policy last reviewed: 15.09.25

The next scheduled review date for this policy is September 2026

Signed by:

Headteacher _____ Date: _____
Chair of governors _____ Date: _____



Newbridge Learning Community SEN Policy



1. Aims and vision

All 83 pupils at Newbridge Learning Community have an Educational Health and Care plan. (EHCP) The primary need for 77 of our pupils is Social, Emotional and Mental Health (SEMH). 3 pupils' primary need is Cognition and Learning (C&L), 2 pupils' primary need is Communication and Interaction (C&I), 1 pupil has physical needs.

Our special educational needs and disabilities (SEND) policy aims to:

- * promote inclusion for all our pupils
- * ensure that the necessary provision is made for our pupils' special educational needs and that those needs are made known to all who teach and support them
- * explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- * ensure that all planning for pupils with SEND are provided with access to a broad, balanced, individualized and relevant curriculum which is differentiated to meet their individual needs, in accordance with the SEN Code of Practice.

Newbridge Learning Community adheres to the Special Educational Needs Code of Practice (www.gov.uk/government/publications/send-code-of-practice-0-to-25) when carrying out its duties towards all our pupils and we inform parents/ carers of the SEN provision being made for their child.

Newbridge Learning Community strives for all pupils to be able to reach their potential and develop as strong, able, happy members of their community who have the skills to manage in life and the resilience to be able to cope at challenging times. We aim to create an inclusive, nurturing environment, where provision is tailored to the many needs and abilities of our pupils. We will provide all pupils with access to a broad and balanced curriculum and we are committed to making sure all pupils have the chance to thrive whilst being supported to aspire and attain what they wish for in life.

All information in this policy is correct at the time of publication.



2. Legislation and guidance

This policy has been formed in line with 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 SEND and disabilities.

The Special Educational Needs and Disabilities Regulations 2014, which sets out local authorities and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report. The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

3. Inclusion and equal opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop their capability." It is our policy to ensure this by providing curriculum materials which are in no way class, gender or racially prejudiced or biased.

At Newbridge we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to succeed and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all of our pupils can access a rich, challenging and rewarding education where they are included in all aspects of school life.

4. SEN Definitions

4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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.



4.2 The four areas of SEND

AREA OF NEED	
Communication and interaction	These pupils have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	These pupils usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound & multiple learning difficulties, where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health SEMH	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences Needs can manifest in many ways, ie as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	These pupils have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Pupils' needs can cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need.

5. Roles and responsibilities

5.1 The SENCOs

The lead SENCO at our school is Helen Pugh and we have two Assistant SENCOs, Katie Verinder and Nikki Williams.

Their role includes:

- Identifying and assessing individual students specific needs
- Planning and coordinating provision
- Overseeing Education and Health Care Plans (EHCPs)
- Liaising with parents/carers about the pupil's needs and any provision made
- Working with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Providing professional guidance to colleagues and liaising and working with staff, parents and other agencies, especially the local authority (LA), to make sure that pupils receive appropriate support and high-quality teaching
- Advising on the graduated approach (Assess, Plan, Do, Review) to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with Careers Advisors and the LA to make sure that Year 11 pupils and their parents are informed about post-16 options and that a smooth transition is planned
- Liaising with feeder primary schools and parents/ carers to plan a transition programme for year 6 pupils as they transition to Newbridge in year 7.
- Working with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Making sure the school keeps its records of all pupils' SEN up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Preparing and reviewing information for inclusion in the school's SEN information report and any updates to this policy



5.2 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENCO team have enough time and resources to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO team, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO team and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher / SENCO to determine the strategic development of the SEND policy and provision in the school

The SEND link governor is Mike Inman.

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of their pupils
- Assessing, planning, completing actions and reviewing the progress each pupil is making towards their objectives and learning.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO team to review pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy



5.5 Parents and carers

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. We value the support of our pupils' parents/carers and encourage them to play an active and valued role in their children's education. If they have any concerns about their child's progress or development they can inform school.

Parents/carers will be:

- Given the opportunity to share their concerns with school staff and agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- Invited to an Annual Review meeting to review the EHCP and contribute in setting targets

5.6 The pupil

Our pupils' views will be taken into account in making decisions that affect them whenever possible.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Attending review meetings
- Contributing to setting targets or outcomes at Annual Reviews and other meetings
- Giving feedback on the effectiveness of interventions

6. SEN information

Our school caters for pupils with SEMH needs mainly. All pupils have an EHCP. The range of pupils' needs, includes: attention deficit hyperactivity disorder (ADHD), Pathological Demand Avoidance (PDA), Oppositional defiant disorder (ODD), autistic spectrum disorder (ASD), Fetal Alcohol Syndrome, speech and language difficulties, dyslexia, dyscalculia, sensory needs, processing difficulties, scoliosis.

6.1 Assessing and reviewing pupils' progress towards outcomes

As a school we focus on pupils' behaviour, academic outcomes and social and emotional wellbeing. Teachers and Teaching Assistants (TAs) work together to secure the best outcomes for the young people and regular assessment and progress monitoring helps to ensure that all pupils are on track to reach their expected outcomes. SENCO's, the Pupil Family Partnership workers (PFPs) and the Senior Leadership Team (SLT) work closely with pupils, staff and parents to ensure that all EHCP outcomes are being met throughout the school day and that pupils continue to make progress towards these.

6.2 Supporting pupils moving between phases and preparing for adulthood

Primary to secondary: All pupils transitioning from primary school to Newbridge take part in a transition programme at the end of Year 6. This involves visiting school in the summer term, meeting key staff and taking part in a Newbridge school week with the aim of pupils feeling more at ease about starting secondary school in Year 7.

Transition from Year 11 to KS5: Pupils have opportunities throughout their time at Newbridge to look at careers and training opportunities in the local area. During Key Stage 4 local college visits take place, a visit to a university takes place (possibly Edge Hill or Salford), careers service links are fostered with Sharon O'Hara-Moore who helps pupils to access suitable courses, support is given for pupils to complete appropriate college applications within the correct timescales. The Annual Review in Year 11 has our careers support person (Sharon O'Hara-Moore), Wigan SEND representative (Matt Farrell), the relevant PFP, pupil and parent/carer present to review the EHCP and ensure it is updated to support the transition to college or training. Pupils have access to a variety of external providers throughout KS4 to ensure they have a clear picture of where they see their future career paths. This helps to support transition and prepare for adulthood. At Newbridge in Key Stage 4 pupils can study courses such as Public Services, Duke of Edinburgh and Employability, which cover life skills such as budgeting, money management, independent living skills, volunteering, learning new skills, completing CV's.

6.3 Our approach to teaching pupils with SEN

When a pupil is enrolled at Newbridge we consult various resources and agencies to ensure we have the best plan in place to support their academic and social development. This is done in a number of ways. The SENCo team will study the pupil's EHCP, Educational Psychologist reports, TESS and SALT reports, as well as noting advice from agencies such as CAMHs, Social Care, TYSS and medical professionals. Consultation with pupils' previous schools will take place where information on I.E.P's, reports, levels, progress, attendance, engagement and expected outcomes for subject areas strengths and weaknesses, reports from agencies and assessments of SEMH needs and other needs is shared. The PFP team will visit the home to discuss the transition from primary school with parents/ carers and information is gathered about the child on issues such as pupil's medical issues, their likes and dislikes, triggers, interests at home, strengths and weaknesses.



Overcoming potential barriers to learning and assessment for individuals and groups of pupils:

To overcome potential barriers teachers will take into consideration the following specific needs of children, and how these might affect children's approaches to learning:

- adapting the classroom to suit the needs of individuals
- sitting a child with ADHD away from distractions;
- having staff scribe for children where appropriate;
- using pen grips, writing slopes to help with writing;
- having quiet work areas for those who need it;
- sitting a child with visual impairment where they can clearly see the interactive whiteboard;
- employing multi-sensory teaching and learning approaches (visual, auditory, kinaesthetic, tactile).
- differentiating - adapting resources to support learning:
- using coloured overlays for reading
- using large print on written resources for children with visual impairment;
- having clear routines and timetables for the day for children with ASC;
- having extension activities for more able children.
- giving consideration to the emotional well-being of children.

Further Action:

A request for support from external services is likely to follow a decision taken by the SENCo and colleagues, in consultation with parents/carers, at a review of the child's EHC plan. At this stage external support services will usually see the child so that they can advise teachers on new targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for this level of intervention will be that, despite receiving individualised support as specified, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a level where attainment levels are substantially below that expected of children of a similar age or below their personal attainment target based upon their ability.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has sensory or physical needs, and requires additional 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.

Further Action :

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting report will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the report continues to be the responsibility of the class teacher.

Annual review of an Education, Health, Care Plan:

All EHC plans must be reviewed at least annually with the parents/carers, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

6.4 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of SEN provision for pupils by:

- Tracking pupils' progress, including by using provision maps
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils
- Getting feedback from the pupil and their parents

7. Expertise and training of staff

Training will regularly be provided to teaching and support staff on inset days, at targeted CPD events and at weekly staff meetings. The headteacher and the SENCO will continually monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Training will focus on issues such as support emotional and academic development including Trauma Informed Approaches, ADHD, Dyslexia, Literacy skills, ASC.



8. Links with external professional agencies

We recognise that we won't be able to meet all the needs of every pupil. At times the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

9. Complaints

- As a school we value the opinions and views of our parents and carers. Feedback is helpful for future planning and we welcome this in a positive manner.
- The school operates an open-door policy and so if any parent/carer wants to talk about a particular aspect of the school this option is available.
- It is likely that a member of the SENCo team or SLT will be available to discuss any concerns.
- If a parent/carer is dissatisfied about the way their child is being treated, or by any actions or lack of action by the school, we aim to deal with complaints honestly, politely and in confidence. We will investigate complaints thoroughly, fairly and as quickly as possible.
- The school will aim to keep parents/carers up to date with progress at each stage and will let parents and carers know what will be done to address their concern. We hope that most complaints can be settled quickly and informally, either by putting matters right or by giving parents/carers an explanation.
- Where a parent/carer is not satisfied, the governors will address the complaint formally.

10. Monitoring arrangements

This policy and information report will be reviewed and evaluated every year by the School Governors, the SLT and the SENCO team. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.



SEN Policy 2025 - 2026



Community



Courage



Compassion



Competence