



**Godmanchester
Bridge Academy**

Special Educational Needs and Disability Policy

2024 - 2025

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 **Part of the ACES Academies Trust**

Definitions of special educational needs (SEND) taken from section 20 of the Pupils and Families Act 2014.

A pupil or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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1. Introduction

The SEND Local Offer is a resource which is designed to support pupils and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The local offer can be found on the website below.

[Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference and due regard to the following guidance and documents.

- Equality Act 2010: Advice for schools DfE Feb. 2013
- SEND Code of Practice 0-25 July 2014
- SEND Information Report Regulations 2014
- ACES Trust SENDDA Policy 2024 [24E2A0C2274E85F747DEF1B95C52148B.pdf \(acesacademies.co.uk\)](#)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy 2023/24
- Accessibility Plan
- Teachers Standards 2012

2. Roles

Everyone in the school community – Governors, staff, pupils and parents have a positive and active part to play in achieving success for *all* pupils.

- The responsible person who oversees the provision for pupils with SEND is Ms Claire Pirrie (Headteacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs Victoria McAuley-Eccles
- The Chair of Governors have delegated responsibility of liaising with Carl Miller (Link Governor for SEND)

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Governors - Hold the school leaders to account by ensuring the school:

- Meets their statutory duties to pupils with special educational needs.
- Secures appropriate resources.
- Establishes a policy which has regard to the Code of Practice 2014 on the identification and assessment of special educational needs and by participating in appropriate training.

Teachers

- Have direct responsibility and accountability for the progress and development of all pupils in their class regardless of need and follow the agreed teaching principles (Rosenshein).
- Make reasonable adjustments to their learning environments, planning, delivery, and assessment methods in order to make learning as accessible as possible for all pupils through a universal by design approach and quality first teaching.
- Complete the Assess Plan Do Review process for those pupils identified as having SEND and complete the Annual Review process for those pupils with Educational Health Care Plans
- Ensure the effective use of additional adults in the classroom to facilitate reasonable adjustments for all pupils and facilitating 'more than' and 'additional to' support for individual pupils who have been identified as having a further learning need/s.
- Plan individual learning programmes for those pupils with the very highest needs in their class and ensure effective delivery.
- Work in partnership with the Special Needs and Disabilities Co-ordinator, pupils, parents and other agencies and follow their advice.
- Participate in appropriate training and attend relevant meetings.
- Make themselves aware of the school's SEND policy and procedures for identifying, monitoring and supporting pupils with SEND.
- Have responsibility for assessing, planning and reviewing progress of SEND pupils and reporting to parents using the agreed school format (APDR).
- Respond to external agencies' requests for information and assessment requirements for individual pupils.
- Use specialist systems to track the progress of the highest needs pupils within their class.
- Facilitate access arrangements for assessments.
- Liaise with parents of pupils with SEND in order to address any concerns, assess need and support families of pupils with SEND.
- Support the social, emotional and mental health provision within school through explicitly teaching and embedding the Behaviour Curriculum.
- Ensure the storage of key documentation is compliant with GDPR guidelines.

Pupils

- Have their wishes about their own needs regularly sought and carefully considered.
- Have a responsibility to treat all with respect and care.

Parents

- Work closely with the school, in partnership, to help meet their pupil's needs.
- Complete paperwork and requests for parental input in a timely manner.

Teaching assistants:

- Encourage and promote inclusion in the classroom.
- Work closely with class teachers and follow the same teaching principles (Rosenshein) as the class teacher to ensure a universal by design approach and Quality First Teaching.
- Provide information to the teacher about progress of pupils they work with.
- Work with small groups of pupils identified by the class teacher to support accessibility of learning within the classroom.
- Deliver targeted interventions to small groups of pupils with significant need.
- Contribute to the planning, delivery and evaluation of individual learning programmes for individual pupils with the highest needs (1:1).
- Participate in appropriate training and attend relevant meetings.

- Support the social, emotional and mental health provision within school through following and embedding the therapeutic Behaviour Curriculum.

Special Educational Needs Co-ordinator

- Oversees the day-to-day operation of the school's special needs policy.
- Co-ordinates provision for pupils with SEND across universal, SEND support and EHCP level (Wave 1, Wave 2 and Wave 3) of the graduated response to SEND, including staff timetabling and planning of interventions across the school.
- Advises on the graduated approach to providing SEND support, including leading Continuous Professional Development for the staff in this area.
- Coordinates the Annual Reviews of the pupils with Educational Health Care Plans.
- Liaise with parents of pupils with SEND in order to make referrals, assessment of needs and support families of pupils with SEND in addition to that role of the class teacher.
- Coordinate the submission of referrals to outside agencies.
- Is a key point of contact with external agencies and support services and works closely with the Local Authority to plan support for pupils and training for staff.
- Coordinate response to external agencies' requests for information and assessment requirements for individual pupils.
- Coordinate the workload of the SEND Teaching Assistant and SEND Administrator.
- Responds to Local Authority Consultations for pupils with EHCPs requesting a school place.
- Responds to mediation and tribunal requests for information and attends these hearings.
- Coordinates the adapted transitions / reintegration plans / reduced timetables.
- Works with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to making reasonable adjustments and access arrangements.
- Ensures that the school keeps the records of all pupils with SEND up to date and GDPR compliant.

Special Educational Needs Teaching Assistant

- Work closely with SENDCo to ensure priority of deployment, support in screening for need and lesson observations.
- Makes assessments of pupils to feed onto the school's ADPROs.
- Provides advice and support to teachers and teaching assistants working with pupils at universal, SEND support and EHCP levels (Wave 1, Wave 2 and Wave 3).

3. Aims:

***'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this. Teachers will use their best endeavours to ensure that such provision be provided through high quality teaching.'* (Code of Practice, section 1.24)**

- To be an inclusive, nurturing setting.
- Provide every pupil with access to a broad and balanced education.
- Ensure progress for every pupil.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Equip students with the skills and attributes necessary for secondary education.
- Create a welcoming atmosphere for parents.

4. Arrangements for Co-ordinating SEND Provision

The SENDCo will hold details of all SEND records such as the SEND Register, Assess Plan Do Review forms and records of visits from external agencies.

All staff can access the following:

- SEND Policy
- Information Report
- Information on individual pupils' Special Educational Needs
- Guidance on identification of SEND in the Code of Practice
- Information available through the Cambridgeshire SENDD Local Offer
- Information on individual pupils' special educational needs
- Practical advice, teaching resources, and information about types of special educational needs and disabilities

5. Identifying Special Educational Needs

Class teachers, supported by the Senior Leadership Team, will make termly, summative assessments of progress of all pupils. They will identify any pupil making less than expected progress.

- Where pupils' progress is significantly slower than that of their peers or fails to make adequate rates of progress despite high-quality teaching and targeted interventions for specific areas of difficulty, it may be that the pupil has SEND.

Class teachers will constantly make formative assessments of progress and attainment. This ongoing informal assessment will identify pupils who are falling behind their age-related peer or have concerns and/or are presenting with heightened (anxiety-led) behaviour, which communicates an unmet need.

The purpose of identification is to work out what action is to be taken building on the strengths of the pupil and targeting specific areas of concern. Slow progress, low attainment and heightened behaviour do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. Other exceptions are listed below.

The Code of Practice identifies four broad areas of Special Educational Need:

Communication and Interaction

These are pupils who have speech, language and communication needs (SLCN) and have difficulty in communicating with others. Pupils with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.

Cognition and Learning

Pupils who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties; severe learning difficulties where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication and specific learning difficulties which affect one or more specific aspects of learning.

Social, Emotional and Mental Health difficulties

These difficulties may manifest themselves in many ways including being withdrawn or isolated as well as displaying heightened, challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically

unexplained. Other disorders include Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory, and/or Physical difficulties

Some pupils may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age-related. Some pupils with visual and hearing impairment or multi-sensory impairment may need specialist support and equipment. Pupils with a physical disability require ongoing specialist support and equipment to access all the opportunities available to their peers.

The schools understand that pupils who experience these barriers to learning are vulnerable. This does *not* mean all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

6. Identification of pupils' Needs- A Graduated Approach to SEND Support

Once identification of needs has been completed, the school will graduate support as follows:

Wave 1 / Universal - High Quality Teaching: 'The baseline of learning for *all* pupils'.

1. The teacher will make reasonable adjustments to provide adapted learning opportunities that will aid the pupil's academic progression.
2. During this process, the SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
3. Careful monitoring of progress will be conducted.
4. Through the above action it can be determined which level of provision the pupil will need.
5. Parents / carers will be informed fully of every stage of their pupil's development and the circumstances under which they are being monitored, by the class teacher in the first instance. Parents are encouraged to share information and queries with the school, this is vital to establish a full and detailed picture of their pupil's needs.
6. Pupil progress meetings and parent / carers consultations will be used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.
7. If there continues to be a lack of adequate progress against school criteria then advice will be sought from the Specialist Teaching Team or other professionals. This is usually done by opening an Early Help Assessment (EHA) or making a referral to Paediatrics.

Wave 2 / Additional to and/or different from:

8. Recommendations will be planned for, assessed and reviewed using the schools chosen format (Assess, Plan, Do, Review) and in discussions with parents / carers the individual pupil would be placed on the SEND Register.
9. Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School's SEND Register. There will be at least three meetings offered to parents / carers each year to track progress of pupils with SEND. It is strongly recommended that parents attend these meetings to forge a strong partnership with the school to best support the individual pupil.
10. If a pupil makes accelerated progress through the APDRO cycle they may be removed from the SEND register.

Wave 3 / EHCP level – Bespoke learning programmes:

11. Some pupils need tailored provision to meet significant high needs, and this almost always follows the recommendations laid out in their Educational Health Care Plan. However, some pupils have this level of need without an EHCP in place. The school endeavours to meet these needs wherever possible while an EHCP is applied for.

7. SEND Support:

The aim of formally identifying a pupil with SEND is to help ensure that effective provision is put in place and to reduce the barriers to learning. The support provided consists of a class teacher-led four-part process (APDRO) indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of strategies and interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

A clear analysis of the pupil's needs must be conducted. This should draw on subject assessments, teacher/TA observations, details of previous progress and attainment, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning should be clearly identified, challenged and interventions implemented.

Plan

Planning is completed by the class teacher and will involve consultation between the SENDCo and parents to agree the adjustments, interventions and support that are required. The specific actions will be agreed and a cycle of monitoring will be decided.

All those working with the pupil, including support staff, will be informed of their individual needs by the class teacher; the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought

Do

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. Class teachers work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Where this assessment identifies lack of progress, the SENDCo will advise and liaise with outside agencies.

The specific actions identified at the 'Plan' stage will be delivered through a variety of approaches including:

- General adaptation to environment eg. Considered seating plan, wobble cushions, scaffolding, chunked learning, dual coding, visual timetables, additional time / access arrangements, alternatives to writing, ICT used as an aid, worked models, manipulatives, printing on a specific colour paper etc.
- Small group support during whole class activities - higher adult to staff ratio / additional prompts, check-ins, additional modelling, post- teach, pre-teach, address misconceptions.
- Specific interventions, small group or 1:1 – following a precise led programme of study - outside of the main classroom.
- Bespoke strategies which may include delivery of social stories, de-escalation techniques or speech and language techniques, normally 1:1.

Review

Reviewing pupil progress will be formally made at termly data checks by the Headteacher and Senior Leadership team. The review process will evaluate the impact and quality of the support and interventions along with the view of the pupil and their parents. The parents should have clear information about the impact of the support enabling them to be involved in planning next step learning. Class teachers informally review the impact of the support in place continuously. As such additional adaptations or changes to the provision may be made, normally after a cycle of 6 weeks, in order to measure the impact of a provision. Class teachers are supported in these decisions by the SENDCo and class teachers will inform parents/carers at every stage.

Referral for an Education, Health and Care Plan:

If a pupil continues to have significant difficulties, the decision by professionals and parents involved with the pupil may decide to proceed with the Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Teachers
- Parents
- SENDCo
- Social Care
- Health Professionals
- SEND Specialist Services
- Speech and Language Service
- Occupational Therapy and Physiotherapy Service
- Preschool Setting

A decision will be made by a panel of people from Education, Health and Social Care about whether the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education, Health and Care Plans [EHCP]

Following Statutory Assessment, an EHCP will be provided by the Local Authority, Cambridgeshire County Council, if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed regularly including the Local Authority's annual review, by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The local authority may cease to maintain an EHCP only if it determines that it is no longer necessary for the plan to be maintained or if it is no longer responsible for the pupil.

Further information about EHC Plans can found via the SEND Local Offer:

[Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

8. Training and resources

Allocation of Resources for pupils with SEND

All pupils with an EHCP will have access to resources and support stated in the school's budget which is supplemented by the LA. The amount given by the LA is identified in the individual's EHCP. However, it is worth noting that the school funds the first £6000 for each EHCP.

It is the responsibility of the SENDCo and Senior leadership team, to agree how the allocation of resources is used to support pupils.

Resources and support for pupils on the SEND register, but not in receipt of an EHCP, will come from the school's general budget. This will be decided by SENDCo and Senior Leadership Team in conjunction with other staff.

Training of Staff

All of our teachers and support staff have access to support in teaching pupils of SEND when appropriate and access to advice, information and resources. The Continuous Professional Development curriculum for staff, led by SLT, ensure a universal by design approach and quality first teaching are golden threads throughout each year of CPD. As such, they have become part of the culture and ethos of the school and are seen across the curriculum. Considerable time each year is dedicated to additional training in the four broad areas of Special Educational Need as identified in The Code of Practice to deepen knowledge and understanding and to embed strategies and support techniques. In addition to this, teachers are encouraged to undertake further individual training to enable them to teach all pupils effectively and to maintain and develop the quality of teaching in their classroom. Teaching assistants have regular in-house training and can attend additional training courses specific to the needs of a particular pupil or group of pupils they are supporting, including access to the training provided by the Local Authority.

The SENDCo regularly attends CPD events / seminars and attends Local Authority SENDCo network meetings in order to keep up to date with local and national updates in SEND.

9. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND; those with Education, Health and Care Plans and those without.

Within the admissions policy, the aim of the schools is to meet the needs of the pupil of any parent who wishes to register at the school. Entry to the school may need to be planned to include staggered entry or part-time entry to meet the needs of the pupils.

In the case of pupils with an EHCP, the SENDCo will work closely with the parents and professionals involved in the EHC Plan. The County admission criteria states that pupils with an EHC plan will take priority. No pupil can be refused admission solely on the grounds that he/she has special educational needs.

Assessment Arrangements

Pupils are supported to access all Statutory Assessments.

The SENDCo and Headteacher check the access arrangements for statutory tests and discuss the pupils with the class teacher. The criteria for extra time 1:1 readers, prompts and scheduled breaks are carefully examined and considered. These arrangements are applied for in accordance with the guidance on the DFE website.

Transition Arrangements

We understand how difficult it is for pupils and parents as they move into a new class or school and will do what we can to make transitions between classes including nurseries as smooth as possible. An individual pupil may need to have a planned staggered entry or part-time entry in order to meet their needs.

Starting School

There are good links between the schools and local pre-schools; teaching staff visit to discuss pupils, including those with SEND, when they are about to start school. Additionally, our teaching staff conduct home visits for all foundation pupils. For those with SEND these visits will take place during the Summer Term prior to them joining the school. To help make a smooth transition we can organise

- Additional visits to school for parents and pupils to meet the teacher
- Additional visits to the classroom environment to identify where the toilets are, pegs etc.
- Opportunities to take photographs of key adults or the classroom to be included in a transition booklet
- Opportunity for individuals to visit during lunchtime and even have a school lunch

Within School

Teachers liaise closely when pupils move up year groups within the school, meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress. Meetings are arranged for parents to meet new teachers early in the new academic year and can discuss concerns they may have if they wish to do so at this time. Pupils spend time in school with their new teacher and support staff to prepare them for the next academic year. Transitions for pupils with SEND may look different to other pupils and other pupils with SEND. This may include additional time with new staff before transition, additional time in the new classroom before transition, social stories or a support member of staff transitioning with the pupil into the new class.

Transfer to Secondary School

When pupils leave primary school, SEND records are transferred following county procedures. Prior to this there are opportunities for all pupils and parents to visit their prospective Secondary School. They can arrange additional visits to observe lessons, lunchtime arrangements and meet key adults to help ensure a smooth transition.

For pupils with an EHCP:

- Their annual review is held in the autumn term of year 6 prior to transfer (if possible, the SENDCo at the chosen secondary school will be invited to attend)
- During the annual review in year 5, parents are advised to visit all possible secondary school options and begin their decision making early.

10. Accessibility

Pupils with physical disabilities

Not all pupils with physical disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with minimal need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers take action in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty will be identified and addressed at the outset of work.

The school has a specially adapted disabled toilet, wheelchair access and a lift to the first-floor classrooms. The site is fully accessible.

11. Storing and Managing Information

Paper documents about pupils are stored in pupil files in a locked cabinet. When pupils leave the SEND register, this information is moved to their school file. Duplicate copies of documents are shredded. Digital documents are kept in a secure folder (accessible only to SLT) within the school's network. Documentation is shared on a need-to-know basis by SLT. All documents are kept and stored in compliance with GDPR guidelines.

12. Complaints procedure

If a parent has any concerns or a complaint regarding the welfare or care of their pupil, an appointment can be made to speak to the Headteacher / or SENDCo. If a formal complaint is necessary, then the procedures can be found on the Cambridgeshire Local Offer website. In the event of a formal complaint parents are advised to contact the Headteacher or Chair of Governors if they prefer, SENDDIASS is also available to offer advice.

Contact Details

Phone Number 01480 276599 (GBA)

Email: cpirie@gba.acesmat.uk sendco@gba.acesmat.uk chair@gba.acesmat.uk

[SEND Information, Advice and Support Service \(SENDIASS\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk)

Reviewing the Policy

Policy Details

Date

Signature and Name

Policy approved by Senior Management:

October 2024

Claire Pirrie

Policy approved by Senior Governor

October 2024

Carl Miller

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