



SPAGHETTI BRIDGE

SEN Policy and Information Report

Policy Owner	Operations Director
Applies to	This policy applies to all services
Superseded Documents	This policy replaces any past version of the SEN Policy and Information Report
Associated Documents	This policy links to our policies on: Accessibility plan Relational Support Equality information and objectives Supporting students with medical conditions First Aid Policy Anti-bullying policy
Review Frequency	This policy is to be reviewed annually
Date of Implementation	September 2021
Review Date	November 2025
New Review Date	November 2026
Approved by Chief Executive Officer	 Dan Alipaz (Nov 13, 2025, 9:02am)
Approved by the Chair of the Board	 Stephen Bradshaw (Nov 13, 2025, 9:55am)

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1. Introduction

Aim

Our SEN policy and information report sets out how the school supports students with special educational needs (SEN), all of whom have an Education, Health and Care Plan (EHCP) in place. It also explains the roles and responsibilities of staff, parents, and external professionals in providing the best possible support.

Aims

- To ensure that every student with an EHCP receives high-quality, personalised support tailored to their needs.
- To promote inclusive practices that enable students to make progress academically, socially, and emotionally.
- To ensure clear communication with students, parents/carers, and relevant external agencies.

Legal Framework

This policy reflects the statutory requirements of:

- Part 3 of the Children and Families Act 2014, which outlines responsibilities for children and young people with SEN and disabilities.
- The SEND Code of Practice (2015), which provides guidance on identifying, assessing, and making provision for children and young people with SEN.
- The Special Educational Needs and Disability Regulations 2014, covering EHCPs, SEN coordinators, and information reports.
- The Equality Act 2010, which requires reasonable adjustments to support students with disabilities

2. Scope

A student has SEN if they have a learning difficulty or disability that calls for special educational provision. This means they either:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that hinders them from accessing the facilities generally provided for children of the same age.

Special educational provision is educational or training support that is additional to, or different from, what is provided for other children of the same age.

3. Policy Statement

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, ADHD, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory, motor, and physical needs.

Assessment and Planning

Each student's needs are carefully assessed by the base teacher in collaboration with Curriculum Coordinators, Relational Support Leads, the wider education team, and relevant external specialists. Assessment draws on:

- Admissions information and previous reports
- Team based assessments
- Previous academic progress and incident data
- Input from other teachers and support staff
- Advice from therapists and external professionals
- Student and parent/carer views

Support and interventions are reviewed regularly, with the aim of ensuring progress and adjusting provision as needed.

Adaptations and Provision

To meet individual needs, we:

- Differentiate the curriculum, teaching style, and lesson content
- Adapt resources and staffing to support learning
- Provide recommended aids such as laptops, visual timetables, coloured overlays, and larger fonts
- Modify teaching approaches, including pre-teaching vocabulary, extended processing times, and reading instructions aloud
- Address sensory and communication needs and train staff to implement strategies effectively

The school environment is also designed to meet sensory needs through thoughtful use of colours, furniture, lighting, and biophilic design.

All staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Transitions and Information Sharing

We ensure smooth transitions by sharing relevant information with new schools or settings, with parent and student agreement on what is shared. All assessments, outcomes, and updates inform the EHCP annual review process. Staff use draft documents from reviews to plan learning and interventions, and the school follows escalation procedures to ensure that finalised EHCPs are in place in a timely manner.

4. Roles & Responsibilities

Implementation

Curriculum Coordinators

- Provide guidance to staff, parents, and external agencies to support students effectively
- Advise on deployment of resources to meet student needs
- Serve as the main point of contact for external agencies, including the local authority
- Support smooth transitions to new educational settings
- Work with the headteacher and governors to meet legal responsibilities under the Equality Act 2010
- Keep accurate and up-to-date records of students with SEN
- Ensure the voices of students and parents/carers are heard

Headteacher

- Works with the SEN leads and governors to set the strategic direction of SEN provision
- Oversees the provision and progress of all students
- Ensures that students' medical needs are met

Base Teachers

- Responsible for the progress and development of every student in their base
- Collaborate with learning mentors and specialist staff to plan and assess support and interventions
- Work with the Curriculum Coordinator to review progress and make adjustments to provision
- Ensure that this SEN policy is implemented consistently

Governors

- Monitor the school's progress in meeting the needs of all students
- Ensure that students' and parents' voices are heard and acted upon
- Support the school in fulfilling its statutory and moral obligations for SEN provision

5. Support, Advice and Communication

For guidance regarding this policy, parents and staff should initially contact the Headteacher. Curriculum Coordinators are available to provide additional advice and support regarding student needs and provision.



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