

Bridlington School

SEND policy and information report (statutory)



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1. Aims

Bridlington School recognises that, whilst all students are of equal value, not all students are of equal ability or have equality of opportunity in terms of experiences which impact on their academic, social and emotional development. All students are individuals with their own strengths and development areas, their own interests and preferences in terms of learning styles. The school is committed to providing the best possible learning experience for every student, tailored to their individual needs. We support the entitlement of all students to a broad, balanced and inclusive curriculum and the need for teaching and learning that is accessible to all. We have a whole-school approach to meeting the needs of SEND students and are committed to working in partnership with parents/carers, teachers and students in order for all students to fulfil their potential. Every effort is made to ensure that students identified as SEND have full access to the National Curriculum in mainstream lessons and are integrated into all aspects of school life. We also recognise that many students, for a diverse range of reasons, will require additional support in order to make progress academically, socially and emotionally. At Bridlington School this is co-ordinated by the Student Support Team.

2. Legislation and guidance

This policy and information report is based on 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 Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A student 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 the majority of 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 SENDCO

The SENDCO at Bridlington School is Mark Parker-Randall who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination.

Mark Parker-Randall can be contacted on tel: 01262 672593 or by emailing parker-randallm@Bridlingtonschoool.org.uk.

They will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services in relation to students with SEND
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- Ensure the Accessibility Plan is reviewed yearly with the Senior Finance Officer
- Be the qualified assessor to comply with JCQ regulations regarding exam access arrangements.
- Ensure SEND information report is published yearly on the school website

4.2 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 body on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

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

4.5 Teaching Assistants

Teaching assistants will support students on a 1:1 or small group basis according to the deployment of the SENDCO and class teacher in accordance with the class/TA contract.

In addition, teaching assistants are trained to deliver interventions such as:

- Personal care to support medical need

- Manual Handling and Moving
- Behaviour Support
- Bereavement Support
- Access Arrangements Training for Readers, Scribes and Invigilators
- English as Additional Language Support
- Homework Support

5. SEND information report

5.1 The kinds of SEND that are provided for

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

Communication and interaction difficulties – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. These include:

- Speech, language and communication needs (SLCN);
- Autistic Spectrum Disorders (ASD).

Cognition and learnings difficulties – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. These include:

- Specific learning difficulty (SpLD) [inc. Dyslexia, dyscalculia, dyspraxia];
- Moderate learning difficulty (MLD);
- Severe learning difficulty (SLD);
- Profound and multiple learning difficulty (PMLD).

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

- These include:
- Attachment difficulties;
- Social and emotional and behavioural difficulties (SEBD);
- Mental health issues;
- Attention deficit and hyperactivity difficulties [inc. ADD, ADHD].

Sensory and /or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. These include:

- Visual impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI/Deaf/Blind);

5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**, the idea being that this process is continual. If the review shows a student has made really good progress, this may mean they no longer require the additional provision made through SEND support. If this is the case, the student is likely to be taken off the SEND register and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching.

For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined using the student passport (Appendix A). In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the student's barriers to learning and the strategies needed to enable them to make progress.

Assess

All students are screened upon entry using:

- 1) Lucid EXACT to provide a standardised assessment of:
 - Word recognition/reading accuracy
 - Reading comprehension
 - Reading speed
 - Spelling
 - Writing to dictation
 - Keyboarding to dictation

- 2) Cognitive Abilities Tests (CATs) to test a student's ability in three different areas:
 - Verbal (thinking with words)
 - Quantitative (thinking with numbers)
 - Non-verbal (thinking with shapes and space)
- 3) Accelerated Reader to provide standardised assessment of:
 - Reading age
 - Reading for meaning
 - Vocabulary growth
 - Literacy skill development
- 4) Blackwell's Spelling Test to provide a standardised assessment of spelling age.
- 5) Baseline testing within departments and data collections six times throughout the year.

Further assessment of needs is by way of:

- The SENDCO works with the class teacher to carry out a clear analysis of the student's needs drawing on:
 - The teacher's assessment and experience of the student
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
- Lucid RAPID - screening to provide to maximum accuracy in detection of dyslexia
- Lucid VISS - screening to provide an accurate and reliable indication of the existence and severity of visual stress
- The SENDCO administering other standardised tests to determine specific area of difficulty e.g.,
 - DASH to assess handwriting
 - CTOPP 2 to assess cognitive processing
 - WRAML 2 to assess working memory
 - WRAT 4 to assess reading and spelling
- The views and experience of parents
- The student's own views using their student passport (Appendix A).
- Referral to the relevant external expert for full diagnosis and prescribed treatment / recommendations.

The assessment will be reviewed regularly.

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

Plan:

The first step in providing support for a child who has been identified as having SEND is ensuring that quality first teaching, differentiated for individual students, is in place. This is detailed in the three WAVES of support outlined below in 5.6.

The SENDCO or an appropriate specialist member of the SEND team will support teaching staff in adjusting their support and use of resources to meet the needs of the individual student. Once strategies to support the student have been identified, they are then placed within the SEN section in SIMS where any member of teaching or support staff can reference them.

At each data collection point students will review their progress against targets with their tutor, TA or SENDCO and record this in their planners in accordance with the Assessment, Recording and Reporting Policy.

Do:

The support plan will be implemented through the relevant WAVE of support as outlined below in 5.6:

- Delivering high-quality teaching to the student in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified
- Managing any teaching assistants who are supporting students with SEND in the lesson.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher i.e., some students will be involved in interventions to develop the core curriculum areas of literacy or numeracy or to improve other key skills such as communication, social and emotional skills or motor skills.
- Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the student, their parents, the SENDCO and any other staff involved in order to establish how things are going and whether any changes are required.

Review:

Teachers and SEND staff are continually reviewing the progress of all students on a daily basis. The whole school assessment procedures are carried out for all students, including those with SEND and targets are set and reviewed regularly. Students who are receiving support that is additional to or different from their peers may have specific targets related to the support they are receiving. Progress towards these targets is reviewed regularly, at least termly and relevant information communicated to parents, in line with the requirements of the SEND Code of Practice.

There are times when it becomes apparent that a change needs to be made in the support/intervention that a young person is receiving prior to the next formal review date. In these situations, appropriate changes will be discussed and carried out as part of the graduated response.

For students with a higher level of need, where the interventions and strategies are very personalised to the student, for example, a student with ASD, where a strategy may only work for a short period of time, the review will happen much more frequently, to ensure a child-centred approach to support.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Year 6/7 Transition for SEND students:

The following provision is in place to plan effective transition of the September intake of SEND students:

- The Head of Key Stage 3, relevant pastoral manager and SENDCO carries out transition visits to partner primary schools to receive progress data and pastoral background information on SEND students;
- 1-2-1 meetings between parents and the Pastoral Manager take place in July;
- Teacher assessment and KS2 SATS scores in English and Maths are used to set students for ability in English, Maths and Science. The English sets inform setting for all subjects in the linear timetable block;

- For students with EHC plans, the Bridlington School SENDCO attends the Year 6 Annual Review meeting to work in partnership with the primary school to plan for the student's SEND provision;
- Additional Transition Days are put in place in the summer term to familiarise SEND students with Bridlington School prior to transfer;
- All Year 7 students are assessed for reading, spelling, handwriting and numeracy levels/ages in September. This process is used to inform setting and intervention (catch up) requirements as well as to identify students who may have SEND who have not been identified by primary schools.

Post 16 Transition:

Please see the Information, Advice and Guidance (IAG) policy for information on strategies in place to prepare students to make appropriate educational choices at the end of KS3 (Y8), KS4 and KS5 and for life beyond school. In addition:

- All students with SEND have a 1-2-1 interview with the Intervention Team during the autumn/spring term of Year 11 to plan their progression routes post 16;
- All students with SEND have a 1-2-1 interview with the YFS IAG Coordinator for further advice and guidance;
- Those students with SEND wishing to progress to education or training elsewhere, are mentored by the Head of Key Stage 4 and the Year 11 Team who support them to complete relevant applications and attend interviews;
- Those students with SEND who wish and will be eligible to progress into the school's sixth form are mentored by the school's Intervention team and Head of Sixth Form who support them to make appropriate choices regarding courses and qualifications to follow;
- All relevant information regarding the students SEND and support requirements is passed to the relevant post 16 education provider in accordance with GDPR protocol;
- Students with EHC plans also have a Transition Plan meeting during Year 9 to support them to make effective choices post 16 and to ensure that a personalised IAG programme is put in place pre and post transfer. This will include regular meetings with the YFS IAG Coordinator.

Post 18 Transition:

- All students with SEND have a 1-2-1 interview with their Mentor;
- During the Personal Development sessions students and Mentors plan their progression routes post 18;
- Those students with SEND wishing to progress to employment/apprenticeships or training elsewhere, are mentored by the Head of Sixth or the Sixth Form Pastoral Manager and their Mentor who will support them to complete relevant applications and attend interviews;
- Those students with SEND who wish and will be eligible to progress into Higher Education/University are mentored by Head of Sixth or the Sixth Form Pastoral Manager and their Mentor who support them to complete the UCAS application forms and relevant interviews. They also support them to make appropriate choices regarding courses and qualifications;
- All relevant information regarding the students SEND and support requirements is passed to the relevant University/education provider where requested in accordance with GDPR protocol;
- Students with SEND also have a Transition Plan meeting during Year 12 to support them to make effective choices post 18 and to ensure that a personalised IAG programme is put in place. This will include regular meetings with the Head of Sixth or the Sixth Form Pastoral Manager and, where appropriate, relevant external agencies.

In-year Transfers:

If a student with SEND is allocated a place at the school in-year, the following process is followed:

- Information on academic attainment and progress, attendance, behaviour, specific SEND, support and intervention programmes is obtained from previous school (including any IEP); An information-sharing and planning meeting takes place with parents/carers, the student and the Head of Key Stage and Pastoral Manager. If the SEND is significant, the SENDO will also attend the meeting. If external agencies are working with the student, representatives from these agencies will be invited;
- Baseline testing is carried out to ascertain reading, spelling, handwriting and numeracy levels/ages;
- A support plan is produced and agreed with all parties;
- Transition day/s may be arranged prior to transfer.

5.6 Our approach to teaching students with SEND

Bridlington School works on the principle of 'Quality First Teaching For All.' This means high quality, inclusive teaching and learning. Teachers are responsible and accountable for the progress and development of all the students in their class.

Our approach for teaching students with SEND is differentiated for individual students in 3 Waves of support.

Wave 1 Provision – Universal Support:

High quality teaching is our first step in responding to students who have SEND. We refer to this as Wave 1 - Universal Support. If teaching and learning and the curriculum are inclusive, many SEND students will make at least expected progress attainment without additional support. Progress towards targets is assessed and monitored according to the Assessment, Target-setting and Reporting policy.

Students requiring Wave 1 Intervention are referred to the SENDCO who:

- places the student on the SEN Register – Code K;
- liaises with relevant teachers and, where relevant, the Literacy and/or Numeracy Coordinators to collate information about the student's SEND;
- records this information in SIMs;
- records advice and guidance regarding strategies to meet the student's additional needs in SIMs.

Wave 2 Provision – Targeted Support:

If a student is not making at least good progress with Wave 1 - Universal Support, Wave 2 – Targeted Support is put in place to develop their skills in their area of difficulty and fast-track progress. These students have additional needs which cannot be met through high quality teaching and learning alone.

Students requiring Wave 2 Intervention are referred to the SENDCO who:

- places the student on the SEN Register – Code K;
- liaises with relevant teachers and, where relevant, the Literacy and/or Numeracy Co-ordinators to collate information about the student's SEND;
- records this information in SIMs;
- records advice and guidance re. strategies to meet the student's additional needs in SIMs. Teachers/classroom support staff are responsible for familiarising themselves with this information and adapting their teaching/support strategies accordingly.

If students are accessing Wave 2 Literacy and/or Numeracy intervention, the Literacy and/or Numeracy Co-ordinator will write to parents providing information regarding the intervention and keep them updated with progress.

Wave 2 provision is reviewed half-termly (or more often if required) by the SENDCO, relevant staff, the student and parents/carers.

Wave 2 Interventions include:

- Generic TA support;
- 1-2-1 Literacy/Numeracy intervention – See Literacy and Numeracy Policies for further information;
- Small group Literacy/Numeracy intervention - See Literacy and Numeracy Policies for further information;
- 1-2-1 counselling for social and emotional development;
- Access to the Inclusion Base to facilitate personalised timetables.

Wave 3 Provision – External Support:

If a student is not making at least good progress with Wave 2 – Targeted Support, Wave 3 – External Support is put in place to develop their skills in their area of difficulty and fast-track progress. The student may also continue to access Wave 2 provision.

Students requiring Wave 3 Intervention are referred to the SENDCO who:

- places the student on the SEN Register – Code K (if s/he is not already on it) ;
- liaises with relevant school staff to collate information about the student's SEND;
- contacts parents/carers to discuss and seek consent for a referral to external agencies for assessment, advice and support;
- refers the student to relevant external agency for assessment, advice and support;
- records the information regarding the student's SEND in SIMs;
- records advice and guidance regarding strategies to meet the student's additional needs in SIMs. Teachers/classroom support staff are responsible for familiarising themselves with this information and adapting their teaching/support strategies accordingly.

Wave 3 Interventions include:

- Outreach and Early Intervention Programme from The Hub Alternative provision centre.
- Advice and support from the following external agencies:
 - Educational Inclusion Service – Educational Psychologist and Educational Inclusion Practitioner;
 - Child and Adolescent Mental Health Services (CAMHS);
 - Speech and Language Support Team (SALT)
 - Physiotherapy and Occupational Therapy Services;
 - The Sensory and Physical Teaching Service (SaPTS);
 - School Nurse;
 - Youth and Family Support Service;
 - Independent SEND Consultant;
 - Home Tuition Service.
 - Local Authority

- Children's Social Care
- Youth Offending Team
- KIDS Parent Partnership (Independent Education Advisory Service)
- Educational Welfare Officer (EWO)
- Police and Early Intervention Team
- Children's Centres

Wave 3 provision is reviewed half-termly or more often if required by the SENDCO, relevant school staff, relevant external agencies, the student and parents/carers.

Statutory Assessment for an EHC Plan.

If a student is not making at least good progress with Wave 3 – External Support, the student is referred to the Local Authority SEND Team for statutory assessment. This may result in an application for an EHC needs assessment which outlines the additional provision required to meet the student's needs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- For adaptations made to the learning environment refer to Accessibility Plan in Appendix B.
- Providing Access Arrangements as normal way of working: Exam access arrangements are applied as appropriate following whole year screening and subsequent assessments and professional request. Arrangements are in place for all internal assessments to evidence current and historic classroom practice in line with JCQ requirements. This provision is overseen by the school SENCO.

5.8 Expertise and training of staff

Our SENDCO has 3 years' experience in this role and has worked in education for 17 years.

They are allocated 15 hours a week to manage SEND provision.

We have a team of 14 teaching assistants who are trained to deliver SEND provision.

In the last academic year, staff have been trained in invigilation and provision of access arrangements.

We use specialist staff from external agencies for specific specialist interventions.

5.9 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, this will either be purchased using the notional SEND funding or loaned. For highly specialist equipment the school will seek the advice of the East Riding SEND Team.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions according to the agreed timeframe
- Using student questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for students with EHC plans

The ESLT, SENDCO, SEN Governor and Governing Body are responsible for monitoring, reviewing and evaluating the SEND policy annually via:

- Lesson observations;
- Learning walks;
- Work scrutiny;
- Feedback from parents/students through questionnaires/annual review process;
- Analysis of in-year progress data for SEND students (half-termly);
- Analysis of SEND data within ASP;
- Analysis of Destination statistics post 16 and post 18.

See Assessment, Target-setting and Reporting Policy and Literacy and Numeracy policies

5.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All needs for equipment and facilities will be assessed for each student individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. This may even extend to requesting additional funding from the local authority if appropriate.

The school ensures appropriate access for disabled students through:

- Ramped access and lifts to all floors where required
- Access to disabled toilet / washroom facilities

All of our extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs.

All students are encouraged to go on our trip(s)

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND or disability.

Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

5.12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of the peer mentoring programme to promote teamwork/building friendships etc.

- Additional Pastoral support provided by the Teaching Assistant who regularly review the student passport with the student.

We have a zero tolerance approach to bullying.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO or the Deputy Head responsible for Inclusion and Behaviour in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SENDD tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of students with SEND

The Families' Information Services Hub (FISH) provides free impartial, confidential information, advice and support for parents and carers of children and young people (aged 0-25) with special educational needs or disabilities. FISH SEND Information, Advice and Support Service (including Parent Partnership Service) Families Information Service Hub (FISH) County Hall BEVERLEY HU17 9BA.

Telephone: FISH SEND Information, Advice and Support Service on (01482) 396469.

Email: fish@eastriding.gov.uk

5.15 Contact details for raising concerns

Concerns should be raised with the SENDCO, Mark Parker-Randall or the Deputy Head, Jane Hornshaw who is responsible for Inclusion and Behaviour by contacting the school on 01262 672593.

5.16 The local authority local offer

Our local authority's local offer is published here: <http://www.eastridinglocaloffer.org.uk>

6. Monitoring arrangements

This policy and SEND information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Equality information and objectives
- Supporting students with medical conditions

APPENDIX A: STUDENT PASSPORT

Name:
Date of Birth:

What people like about me / What I can do well.

★ ★

★ ★

★ ★

★ ★

★ ★

Photo

This is what is important to me now and these are my aspirations for the future (*Hobbies, leisure activities, friends, family, what I want to do when I am older such as where I want to live, what job I would like to do*).

How best to support me (*How I prefer to communicate/my health/safety/what I need to help me make decisions/my movement and mobility/my independence/my friends/play/what helps me learn/my sensory needs/my equipment*).



STUDENT PASSPORT			
STUDENT NAME:	TEACHING ASSISTANT:		
LEARNING CONCERN	No concern	Some concern	Significant concern
Reading			
Spelling			
Concentration and attention			
Presentation of work			
Organisation of thoughts			
Sequencing			
Following instructions			
Spatial skills			
Short term auditory memory / visual memory			
Independent learning			
Homework			
Number concepts			
Confidence			
Verbal participation			
Social communication			
Speech and language			
BEHAVIOUR CONCERN	No concern	Some concern	Significant concern
Motivation			
Leaving seat			
Working as part of a group			
Refusing support (peer, adult)			
Relies on support (peer, adult)			
Isolated			
Vulnerable			
Cooperation			
Inappropriate verbal participation			
Poor relationship with peers			
Poor relationship with staff			
Poor self-control			
Disruption			
Refusal to work			
Attitude towards peers/staff			
Self esteem			
Comments:			

TARGETS AND TERMLY SUPPORT PLAN			
Autumn Term:	Not achieved	Partially achieved	Fully achieved
1)			
2)			
3)			
4)			
Spring Term:	Not achieved	Partially achieved	Fully achieved
1)			
2)			
3)			
4)			
Summer Term:	Not achieved	Partially achieved	Fully achieved
1)			
2)			
3)			
4)			
Support Plan: Whole class, small group and 1-2-1 support (Universal Wave 1; Targeted Wave 2; Specialist Wave 3).			

APPENDIX B: Bridlington School - Accessibility Plan

	Area of School	Issues arising	Proposed Resolution
Accessibility for wheelchair users - School plans marked to show ramp access, floor level access & disabled toilets.	Astro Centre / Reception	None	N/A
	Sports Hall	None	N/A
	English Block	No accessible toilet in the staff or girls' toilets (no current need for this provision – to be reviewed as necessary)	Fittings have been made to one of the boys toilets (handle & pull down bar) so this can be used by boys with mobility issues. The nearest accessible toilet is in the Performing Arts / Maths block.
	Performing Arts	None	N/A
	Main Building – ground floor	None	N/A
	Main Building first floor (IT Rooms & Support Services)	Access to the nearest disabled toilet from support services is in Performing Arts, which is some distance away	Could consider adding a disabled toilet into the sixth form boys & girls toilets if necessary
	Maths & Humanities	None	N/A
	ADT block	No disabled toilet	Nearest disabled toilet is on the admin corridor in the main block
	Science & Languages	None	N/A
	Pavilion (POD)	None	N/A
	Gym	No disabled toilet Main entrance is not suitable for wheelchair.	Nearest disabled toilet is at the Pavilion. Use entrance at the side of the gym which is at floor level
	Harland House	No ramp entrances No disabled toilet	To obtain quote for the installation of a ramp to the side entrance of Harland House, as well as extension to add a disabled toilet. The may be possible if externally funded, but cost would be a factor if not.

APPENDIX B: Bridlington School - Accessibility Plan continued ...

Markings for changes in height for visually impaired students	Astro Centre	None	N/A
	Sports Hall	None	N/A
	English Block	Markings on external steps	In place
	Performing Arts	None	Stairs have light vinyl with dark edge
	Main Building – IT	Markings on internal stairs up to IT rooms	In place
	Main Building – Support Services	None	Stairs have dark carpet with white edge.
	Maths & Humanities	None	Stairs have light vinyl tread with black edge
	Science & Languages	Stairs near to S1	Stairs have light vinyl tread with black edge
		Stairs to S7	Stairs are painted with yellow edge
		Stairs near S4	Stairs have light vinyl tread & dark edge
		Stairs to rear of MFL	Stairs are painted with yellow edge
Pavilion (POD)	Markings on external steps	In place	
Gym	Markings on external steps	In place	
Harland House	Markings on external steps	In place	

Date of audit: 10th September 2018


Mark Parker-Randall

Special Educational Needs & Disability Coordinator.

Signed

Chair of Governors