



North Bridge House

Senior School

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<p>About North Bridge House Senior</p>	<p>North Bridge Senior School is a caring mainstream 11- 16 independent school with approximately 300 students. At North Bridge Senior School we are committed to the equality of opportunity and the provision of the highest standards of education for all our students, including those with Special Educational Needs.</p> <p>Learners may fall behind in school for many reasons. They may have been absent from school, they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.</p>
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Learning Support Policy

<p>What kind of Special Education Needs is there provision for</p>	<p>North Bridge Senior School aims to make appropriate provision for children recognised within the following broad areas of SEN:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning
<p>Definition of SEN: The SEN 2014 Code of Practice states SEN as</p>	<p>The 2014 SEN Code of Practice defines SEN as: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> • have a significantly greater difficulty in learning than the majority of others of the same age: or • 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.
<p>How does North Bridge House Senior organise the identification and assessment of students with Special Educational Needs</p>	<p>NBH use the following methods to help us identify students with Special Educational Needs.</p> <ul style="list-style-type: none"> • Liaison with feeder schools and prospective parents • Reference request form reflects existing support needs • information is collated from the transfer of school files from the previous school • SATs scores from Primary/Prep School • Offer letter reflects Learning Support requirements • Analysis of screening tests taken on entry into school. <ul style="list-style-type: none"> - Reading, spelling and numeracy tests (on entry) - Baseline assessments (MidYIS) • Spelling, Punctuation and Grammar (SPAG) Test • ongoing review of progress at progress checks • Concerns/information received from a parent and outside agencies. <p>Additional Information may also be collated through the following means:</p> <ul style="list-style-type: none"> • Feedback from classroom teachers • Observations • Access testing for exams (YR 10 & 11)

	<ul style="list-style-type: none"> • Dyslexia Screening Tests (E.g. LUCID) • Liaison with outside agencies e.g. Educational Psychologists, Speech and Language Therapists, CAMHS.
<p>How does NBH evaluate the effectiveness of its provision for pupils with SEN?</p>	<p>All interventions and support offered to students is regularly monitored and evaluated by the SENCOs. Adjustments are then made accordingly. Effectiveness of provision for pupils with SEN is evaluated in the following ways:</p> <ul style="list-style-type: none"> • Observations of teachers and teaching assistants • Pre and post intervention testing and analysis of the data collected • progress reviews (Termly and annual reviews) • Analysis of student progress data (6 times a year) at progress checks.
<p>How does the NBH assess and review the progress of students with SEN?</p>	<ul style="list-style-type: none"> • School progress reports (6 times over the academic year: interims, mid-term and 2 written reports • Parents Evenings • Reading and spelling scores • Termly/annual reviews for those students with EHC Plans or Statements of Special Educational Needs. • Use of form book to track on monitor attitudes to learning • Attendance Data
<p>What is NBH's approach to teaching students with special Educational Needs?</p>	<p>Students with Special Educational Needs are taught within the normal mainstream classes. NBH Senior also ensures that:</p> <ul style="list-style-type: none"> • Teaching staff are expected to differentiate lessons and resources to suit the learning needs of the individual students. • There is a continuous professional development programme for all staff to increase skills in teaching students with special educational needs. • Resources, such as assistive technology, are used, where appropriate, to enable students to access lessons as independently as possible. • Time limited Individual and small group targeted interventions linked to identified needs of students. • Key workers are allocated where appropriate depending on the specific needs of the individual

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<p>How does the school adapt the curriculum and learning environment for students with Special Educational Needs?</p>	<p>All pupils identified as SEN are treated equally and given access to an appropriate curriculum. All teachers are teachers of students with special educational needs and are responsible for the progress they make. From 2014 students are assigned to differentiated class settings in English and Maths in Years 8,9,10,11.</p> <p>Within lessons it is the teacher's responsibility to differentiate learning. Strategies to support students identified with SEN are included on a Learning Passport for staff to access. Students work with the Head of Learning Support to articulate their needs and develop their 'voice'. This is part of a wider school object to develop student voice.</p> <p>Should a student be identified after entry as requiring additional support they will be assessed and their data will be analysed. If it is then felt necessary they will be added to the SEN register.</p>
<p>Arrangements for consulting parents of students with special Educational needs and involving the parents in, the education of their child</p>	<p>Over the academic year there are a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include:</p> <ul style="list-style-type: none"> • year 6 into 7 transition parent evening every September • curriculum events GCSE choice evening • Parents will be updated on progress of students at the review of intervention programmes. • Students with EHC or statements will have termly updates on progress via meeting or telephone conversation. • Key workers regularly update parents on progress or concerns via phone or email.

Signed:



Georgina Masefield, Head Teacher