

**Outcomes
First
Group.**



**Belmont
School**

SEND Policy

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**UNDER
REVIEW**



Document History

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4.0	<i>Amendment and Review</i>	<i>N Haworth</i>	<i>July 2024</i>

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MISSION STATEMENT

Belmont school aims to provide the best education continuous provision for boys aged 5-18. An educational journey with us follows a broad and rich curriculum that allows children to be aspirational whilst embracing their individuality and learning to manage their identified special educational needs and/or diagnosis.

We aim to enhance life experience and instill a desire to achieve within our young people.

1. AIMS

All children and young people are entitled to an appropriate education, one that is tailored to their individual needs, promotes ambitious standards and the fulfilment of potential. This should enable them to:

- achieve their best.
- become confident individuals living fulfilling lives.
- make successful transitions into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1).

At Belmont School, we are committed to meeting the special educational needs and disabilities of pupils to ensure that they make progress both academically and holistically. We understand the need to deliver high quality education and recognise the importance of maintaining elevated expectations in all areas of school life; ensuring that all students with SEND have access to the learning resources and support they need to succeed.

In line with Belmont School's mission statement, our SEND policy aims to:

- Set out how we will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in working with our pupils with SEND.
- Explain how we provide support to all children, and how they access and receive support with their learning.
- Highlight the processes, provisions, and support in place to ensure all students have access to the appropriate resources to enable them to complete their work to the best of their ability, and to remain happy, healthy, and cared for within our school.

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 legislations:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils 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 coordinators (SENCOs) and the SEND information report.
- [Equality Act 2010](#) which provides advice for schools DfE (updated June 2014)
- [Statutory Guidance Statutory Guidance on supporting pupils at school with medical conditions 2014](#) (updated August 2017)

3. DEFINITIONS

Code of Practice

Special educational needs (SEN) xiii

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

Special educational needs (SEN) xiv

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ***has a significantly greater difficulty in learning than the majority of the others of the same age,***

or

- ***has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.***

Special educational needs (SEN) xv For children aged two or more, 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 SENCO and SENCO support

The SENCO at the primary site is Nicola Haworth and her contact details are nicola.haworth@belmont-school.co.uk

The SENCO assistant is Lucy Harper, and her contact details are Lucy.Harper@belmont-school.co.uk

The SENCO at the secondary site is Sally Murphy and her contact details are sally.murphy@belmont-school.co.uk

The SENCO assistant is Nisha Stocks, and her contact details are nisha.stocks@belmont-school.co.uk

The department and duties are shared between the SENCO, and SENCO assistant.

They will:

- Work with the Headteacher 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 pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues, and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Confer with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and examination access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

- Liaise with the Clinical Team around therapeutic support and interventions.

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 board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

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

4.4 Class/Subject Teachers

Each class/subject teacher is responsible for:

- The progress and development of every pupil in their class through quality first teaching.
- Working closely with pupil support workers and/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 SENCO to review each pupil's progress and development and decide on any changes to provision.
- Providing information, reports and attend review meetings based on the person-centred principles.
- Ensuring they follow this SEND policy and other relevant policies in school.
- Utilising relevant cascaded information to ensure planning incorporates the SEND of pupils.
- Directing support workers in supporting SEND within their classroom.

4.5 All Non-teaching Staff

All non-teaching staff are responsible for:

- The progress and development of every pupil in their class or intervention group.
- Collaborating closely with teachers and/or specialist staff to help plan and implement interventions and how they can be used in the classroom.
- Working with the SENCO to identify SEND needs of pupils and help with information for relevant referrals.
- Ensuring they follow this SEND policy.

5. SEND INFORMATION REPORT

5.1 *The four areas of need that Belmont School provides for.*

Children or young people will have needs that fall into at least one of the four areas of need, frequently more than one are. Belmont School currently provides additional and/or different provision within the four areas of need including:

- Communication and Interaction, e.g., autistic spectrum disorder (ASD), speech, language, and communication difficulties.
- Cognition and Learning, e.g., dyslexia, dyspraxia, dyscalculia, or general learning difficulties.
- Social, Emotional, and Mental Health difficulties (SEMH), e.g., children/young people who are withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration including attention deficit hyperactivity disorder (ADHD).
- Sensory and/or Physical needs, e.g., visual impairment, hearing impairment, physical difficulties (Code of Practice 6.28-6.35).

It is important to note that not all behavioural issues are linked to SEMH and may reflect other underlying difficulties. Children and young people with some health or disability conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition (Code of Practice XVIII).

5.2 *Identifying pupils with SEND and assessing their needs.*

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class/subject teachers will make regular assessments of progress for all pupils 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. When providing our special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support needed and whether we can provide it by adapting our core offer, or whether something different or additional will be required. This is to be reviewed on an annual basis or sooner if required, during the Annual EHCP review process.

Identifying and assessing SEND for children and young people whose first language is not English requires particular care. Belmont School must establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN (Code of practice 6.24).

5.3 *Consulting and involving pupils and parents.*

We will have a discussion with the pupil and their parents/carers before enrolling a young person at

Belmont School.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents'/carers' concerns.
- Everyone understands the agreed outcomes sought for the young person.
- Everyone is clear on what the next steps are.
- Ensure everyone understands the provision, support, and ethos and expectations of the school before agreeing a placement.
- We will also consult with parents/carers before making any referrals to medical professionals, therapists etc.

5.4 Assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to conduct a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' or professionals' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.
- The assessment will be reviewed on a termly basis or if deemed appropriate on a half-term basis.
- All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that will be required.
- We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood.

Belmont School will share SEND information with the school, college, or other setting the pupil is transferring to, as required.

Within the school's curriculum, we will help pupils prepare for adulthood with support in the following areas:

- Advice from external support services, if relevant.
- Careers advice and support from our school's careers advisor.
- Careers support and advice within the PSHE curriculum.

- Independent living skills embedded within the curriculum in subjects i.e., Food and Nutrition, PSHE, Horticulture.

5.6 Our approach to teaching pupils with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching (QFT) is our first step in responding to pupils who have SEND. This will differ for individual pupils.

We will also provide the following interventions dependent on pupil needs:

- Mathematics and literacy interventions
- Wellbeing approach.
- Trauma Informed Practice (TIP)
- SALT, OT, and Psychotherapy interventions.
- A broad and balanced curriculum.

5.7 Adaptations to the curriculum and learning environment.

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

- Differentiating our curriculum to ensure all pupils can access it, e.g., by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing i.e., visual timetables, writing frames etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Differentiating teaching styles, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolded learning.
- Understanding each pupils preferred learning style (visual, audio, kinesthetic) and providing learning opportunities to meet their specific needs.
- Specialist teaching and support staff.

5.8 Additional support for learning.

We have teaching and support staff to enable the delivery of interventions such as IDL, Nessy, My Happy Mind. Pupil support workers will be provided to support pupils on a 1:1 basis when stated in their EHCP. Pupil Support Workers (PSWs) will support pupils in small groups (one PSW per group with a maximum of eight pupils, in addition to the class/subject teacher) at the secondary site, two PSWs per group at the Primary site, and additional staff within the Nurture settings.

We work with the following agencies to provide support for pupils with SEND:

Clinical Services by OFG – providing SALT, OT, Psychotherapy and Educational Psychologists.

Alternative provision sites – including but not limited to Trident, Communitree, and Forest School.

5.9 Expertise and training of staff

We have a devoted team of professionals within the SEND department at Belmont School including the SENCO Lead and SENCO Assistant.

We have a team of pupil support workers who all receive an induction that involves specific training to ensure they have the required expertise and training to deliver SEND provision. Full staff training

occurs throughout the academic year. This happens in a variation of delivery methods including external agency delivery, specialist courses and in-house training. This training occurs on INSET days and during weekly staff training sessions. The training programme design ensures Belmont School can support staff in providing high quality teaching and support as well ensuring the requisite skills and expertise to be able to meet the social and emotional development of our pupils.

In the last academic year, staff training, as a minimum, has included:

- Safeguarding
- Therapy approaches
- CPI Training
- First Aid
- Supporting pupils with SEND
- Trauma Informed Practice (TIP)
- Ask, Accept, Develop (AAD)
- Total Communication (SALT)

We use specialist staff for Therapy sessions, Mathematics and English sessions, pastoral support, and literacy interventions.

5.10 Securing equipment and facilities.

Due to the nature of our school, certain specialist equipment is available for all our pupils dependent on their need. If a new need is identified, or during the graduated approach it is identified a piece of equipment may enhance a pupil's learning, we will source funding, if required, and purchase this equipment through our list of approved suppliers.

This includes and is not inclusive to:

- Access to the pastoral room with sensory support equipment.
- Access to fidget toys, visual aids, therapy putty.
- Specialist pens to assist writing.
- Coloured resources e.g., overlays, exercise books, paper, reading rulers, tinted screens (interactive whiteboards and PCs).
- Assistive technology for recording work and/or communicating e.g., AAC devices, laptops, reading pens, speech-to-text software.

5.11 Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for pupils with SEND through the graduated approach and this includes:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after each term or half-term, dependent on the intervention and need.
- Using pupil view paperwork.
- Monitoring by the SENCO.
- Holding annual reviews for pupils.

- Regular staff meetings to review progress.

5.12 Support for improving emotional and social development.

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

- Pupils partake in weekly form time sessions where teamwork/building friendships is promoted.
- Access to pastoral support from our dedicated support team, which may involve an individual session/s, sensory breaks, movement breaks or devising an action plan to support pupils within an identified area of need.
- Access to Therapy sessions following a referral, as necessary, throughout the child/young person's education at Belmont School.
- Where the SEND need requires, movement breaks, sensory breaks, and brain breaks are implemented into pupils' timetables.
- Belmont School have a zero-tolerance approach to bullying.

5.13 Working with other agencies.

At Belmont School, we work with external agencies to enhance the support we can provide to our pupils to further support their SEND needs.

This includes but is not exclusive to:

- Local authorities – to ensure the placement and support offered is meeting the pupils needs.
- Social workers – to help meet pupils' wider social needs and keep communication channels open to be able to best support both pupils and their families.
- CAMHS – to offer specialist support to our pupils, Belmont School will make referrals and liaise with CAMHS workers to gain support and advice for the pupil, families, and the school.
- Educational Psychologists – for further assessment on the child/young person to ensure that the school has the most appropriate strategies in place to support them.
- Clinical Service- offer a range of services from Occupational Therapists, Speech and Language Therapists, Art Psychotherapist, and Wellbeing sessions both individually and in small groups.
- Enterprise Business Partnerships Northwest - offer bespoke information and guidance support packages that reflect the needs of learners in both SEND, alternative and mainstream school settings.

5.14 Complaints about SEND provision.

Complaints about SEND provision in Belmont School should refer to the school's complaints policy. The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child.

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.

5.15 Contact details of support services for parents of pupils with SEND.

These services vary dependent on your child's local authority. Due to the nature of our school, we have children from a variety of different areas on role, therefore, the local offer from each authority will differ.

For further information please contact the school SENCO, Safeguarding Lead or your Local Authority or can share the relevant information.

5.16 Contact details for raising concerns.

Safeguarding concerns:

Primary – michelle.jolly@belont-school.co.uk

Secondary - Danielle.Davis@belmont-school.co.uk

SENCo support/EHCP concerns:

Primary – nicola.haworth@belmont-school.co.uk

Secondary – sally.murphy@belmont-school.co.uk

Curriculum concerns:

Primary – Melissa.Johnson@belmont-school.co.uk

Secondary – william.monteith@belmont-school.co.uk

6. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy operates in conjunction with Belmont School's other policies including:

- Admissions Policy
- Anti-bullying policy
- Assessment Policy
- Behavioural Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- Marking and Feedback Policy
- Safeguarding Policy
- Staff Code of Conduct

7. MONITORING AND EVALUATION ARRANGEMENTS

This policy will be subject to reviewed on an annual basis, unless changing circumstances require an earlier review.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people, and adults in the UK to be happy and make their way in the world.

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