



SEN policy and information report

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Vision

The school's motto '*Better Together, Together Achieving*' encapsulates our vision. As a fully inclusive school our community works together towards achieving our shared goal of individual and collective excellence. As such, we have a shared responsibility for success. The purpose of our school is to provide an excellent educational experience for every child, enabling them to understand the world and their place in it. Our aim is to provide every pupil with the opportunity to reach their full potential and develop a sense of achievement and accomplishment; teaching our pupils that making a positive contribution to the world and being successful is *not just about ability*.

Our Values

A value is a principle that guides our thinking and our behaviour. At Belmont Academy, every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every pupil throughout school. Staff, parents, pupils, Governors and visitors are involved in promoting our values and they have been selected as being important without our school community and throughout life. Our aim at Belmont is that our values will:

- Improve behaviour, conduct and self confidence
- Develop pupils understanding of what values are and why they are important in life
- Promote our values in the way in which staff and adults interact with each other and pupils
- Display our values to share with all
- Encourage parents and carers to support and promote our values outside of school.
- Raise standards by promoting a school ethos that is underpinned by our core values supporting the development of the whole child
- Link our values to the Fundamental British Values
- Link our values to the UNICEF Conventions of the Rights of the Child as part of our Rights Respecting School Award

Our core values are:

- Respect
- Resilience
- Responsibility
- Kindness
- Honesty

At Belmont Academy, we aim to develop the whole child and provide a fully inclusive curriculum where they can meet their full potential.

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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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 the 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 SENCO

The SENCO/Inclusion Lead is Assistant Head, Mrs Kate Law. Contact: 01322 432057 Email: office@belmont.lseat.org.uk

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education 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 pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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 SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional provision for a range of needs. We have a Resource Provision for children with physical and medical needs including visual impairment. All of our children access the mainstream classroom.

5.2 Identifying pupils with SEN 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 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Once Teachers have identified children that are causing a concern, they will follow the following steps:

- They will firstly use the SEN Toolkit, published by the local authority, to ensure that they have explored/implemented strategies to support the needs within their teaching practice in the classroom.
- If this has not had an impact they discuss their concerns with parents and raise an Early Identification Form to the school SENCO
- The SENCO will review the information and decide the best course of action e.g. seeking additional professional advice, observe the child, or suggest additional strategies.
- Parents and school will work in partnership to secure the best outcomes for the child.

5.3 Consulting and involving pupils and parents

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

- › Everyone develops a good understanding of the pupil'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

Notes of these early discussions will be added to the pupil's record and given to their parents. The points raised are often also included in support plans that are reviewed termly.

We will formally notify parents when it is decided that a pupil will receive SEN support which may include interventions in school or onward referrals to other agencies.

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**. This is presented in a support plan.

The class or subject teacher will work with the SENCO to carry out 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' 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 regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will inform parents when this will happen.

When moving school, particularly to Secondary School, Class Teachers and the SENCO complete the Transition document created by the local authority. This document allows the school to highlight concerns and give suggestions around what children will need for their transition to be successful. This is shared with the new school via the local authority.

The SENCO will also attend a transition handover day with Bexley Secondary Schools. This is an opportunity for children to be discussed and information shared.

We also welcome professionals from the transitioning school to visit the child during the school day to gain an understanding of the child's needs and also form positive relationships before the transition takes place.

Prior to children transitioning to secondary school, they will receive a transition booklet which they will work through during the summer term. This allows children to ask questions and also begin to prepare them for the transition. Our aim is to ensure that children are prepared so that transition can be as positive as possible.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Booster groups and pre-teaching
- Lego Therapy
- Talkabout (Social skills intervention)
- Memory Magic
- Jumpahead
- Nesy (language/dyslexia intervention)
- NELI (Early Speech and language intervention)
- Sensory Circuits
- Delivery of Physio plans, OT plans and SALT plans.
- Therapy sessions with our School Counsellor including drawing and talking, play therapy etc.

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 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, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a large number of TA's in school who work with children on a small group and 1-1 basis. These adults deliver care plans that have been recommended by other professionals such as the Speech and Language Therapist as well as working to support the children within the classroom.

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

- Bexley ASD Service
- Bexley Early Intervention Team including SEMH partner, Education Psychologist etc.
- CAMHS
- JCT Communication Team (SALT)
- Acorns Community Pediatrics
- Physiotherapy
- Occupational Therapy
- Nursing Team- Tracheostomy Team, Catheterisation Team, Diabetes Team etc,

5.9 Expertise and training of staff

Our Inclusion Lead/ SENCO, is Mrs Law. Mrs Law is non-class based and oversees the current provision.

At Belmont Academy, we have a large number of Teaching Assistants who are highly trained and able to deliver SEN provision. They access regular training from external professionals and from internal professionals to ensure that their practice is of a high standard. We also have two Higher Level Teaching Assistants (HLTA) who are highly skilled and will often deliver interventions or cover within the classroom.

5.10 Securing equipment and facilities

Due to the nature of our provision, we have various facilities and equipment that supports the needs of children with physical/medical needs. These include:

- Changing facilities for children with personal care needs.
- A ground floor, one level building.
- Ramps and handrails
- An onsite QTVI (Qualified Teacher for the Visually Impaired)
- A VI room with specialist resources such as brailers, tactile equipment etc.
- Disabled toilets
- Hoists
- Automatic doors

If a child requires specific equipment, the SENCO will apply to the local authority for the funding to buy the needed equipment.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions termly.
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Gaining feedback from Class Teachers and staff delivering interventions.
- Feedback from parents via discussions with class teacher.
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our school visits are available to all our pupils. Various provision is made e.g. ensuring that facilities are available for personal care or on occasion asking the parent to come on the trip to help support.

All of our Extra-Curricular activities are available providing specialist staffing is available.

All pupils are encouraged to go on our residential trip(s) in Years 4 and 6. Children are supported by trained adults who are familiar to them. Risk assessments are carried out prior to the visit and shared with parents.

All pupils are encouraged to take part in sports day, school plays, and special workshops. Children are supported by adults and relevant equipment so that they are able to participate in events.

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

5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school parliament.
- Pupils with SEN are also encouraged volunteer to be play leaders.
- Pupils with SEN are encouraged to participate in activities, planned by and adult, on the playground during unstructured times.
- All pupils participate in our RSE curriculum.
- We also promote the rights of the child and have achieved a bronze accreditation as a Rights Respecting School.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work extensively with other agencies to provide support for the child and their family. These agencies include:

- CAMHS
- Family Well-being
- Children's Social Care
- Bexley ASD Service
- Acorns Children's Services (Physio, OT, Community Paediatrics, JCT SALT service)
- Bexley's Early Intervention Team

We will always inform parents that we are working with an agency and share information with them.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Inclusion Lead/ SENCO, Mrs Law, in the first instance. They will then be referred to the school's complaints policy.

The parents 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 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

5.16 Contact details of support services for parents of pupils with SEN

All services within the Local authority can be found on the local offer: www.bexleylocaloffer.uk

Relevant services will also be promoted within school and via parents on our newsletter or via Parentmail.

5.17 Contact details for raising concerns

Please contact:

Mrs Kate Law

Tel: 01322 432 057

Email: office@belmont.lseat.org.uk

5.18 The local authority local offer

Our local authority's local offer is published here: www.bexleylocaloffer.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Kate Law **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 board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour Management
- Teaching and Learning Policy
- Supporting pupils with medical conditions