



# SEN Policy

---

<b>Reviewed/Last updated:</b>	July 2021
<b>Next Review Date:</b>	July 2022
<b>Review Frequency:</b>	Annually
<b>Reviewed By:</b>	E Fletcher (SENCO)



## 1. Aims

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

In line with our mission statement, our SEN policy 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
- Explain how we provide support to all children can have access and support to learning
- Highlight the processes, provision and support in place to ensure all students have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported

## 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 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
- [Equality Act 2010](#) which provides advice for schools DfE (updated June 2014)
- [Statutory Guidance on supporting pupils at school with medical conditions 2014](#)

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision 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 and SENCO support

The SENCO is Emma Fletcher and her contact details are [emma.fletcher@belmont-school.co.uk](mailto:emma.fletcher@belmont-school.co.uk)

The department and duties are shared between the SENCo, Deputy SENCo and SENCO support.

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 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 and other relevant policies in school
- Utilising relevant cascaded information to ensure planning incorporates the SEN of pupils
- Directing support workers in supporting SEN 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
- Working closely with any teacher or specialist staff to help plan and implement interventions and how they can be used in the classroom
- Working with the SENCO to identify SEN needs of pupils and help with information for relevant referrals
- 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 and/or different provision for a range of needs, including:
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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 and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 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.
- 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.

### 5.3 Consulting and involving pupils and parents

- We will have a discussion with the pupil and their parents before enrolling at Belmont. 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
- Ensure everyone understands the provision, support and ethos of the school and expectations of the school before agreeing a placement.
- We will also consult with parents 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 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 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 any SEN information with the school, college, or other setting the pupil is moving to, that is required.

Within the school's curriculum, we will help pupil's 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 during PSHE
- Independent living skills embedded within the curriculum in subjects i.e. cooking, PSHE, horticulture

### 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 differ for individual pupils.

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

- Maths and literacy interventions through the use of IDL
- Lego therapy
- Thrive approach
- SALT 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 are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing ie visual timetables, writing frames etc.
- 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.
- Specialist teaching and support staff

### 5.8 Additional support for learning

We have teaching and support staff to enable them to deliver interventions such as Lego Therapy, IDL, Thrive, Motional and social development.

Teaching assistants will support pupils on a 1:1 basis when stated in their EHCP.

Teaching assistants will support pupils in small groups of one per group (a maximum of 9 pupils per group).



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

The Well-being Hub by OFG – providing SALT, OT and psychotherapy therapists.

Alternative provision sites – including but limited to Trident, Communitrees. Forest School.

### 5.9 Expertise and training of staff

We have a dedicated team of SENCO support including the schools SENCO, Deputy SENCO and SENCO support worker.

We have a team of teaching assistants, who all receive an induction that involves specific training to ensure they have the required expertise and training to deliver SEN 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 may occur on INSET days, twilight sessions, departmental training and weekly staff training nights. The training programme design ensures Belmont School are able to 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, as a minimum, has included

- Safeguarding Children
- Thrive approach
- Motional
- Supporting pupils with SEN

We use specialist staff for Thrive 1:1 sessions, Maths and English 1:1 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 pupils learning we will source funding, if required, and order 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 etc.
- Specialised pens to assist writing
- Supportive software or technology

### 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN 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 meeting 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 will take part in form time to promote teamwork/building friendships
- Access to pastoral support from our pastoral support team which may involve 1:1 sessions, sensory breaks, movement breaks or devising action plans to support the pupil
- Access to Lego Therapy
- Access to Thrive and 1:1 sessions, where deemed required
- Where the SEN need requires, movement breaks, sensory breaks and brain breaks
- We 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 in order to further support the SEN needs.

This includes but is not exclusive to

- Local authorities – to ensure the placement and support offered is meeting the pupil needs
- Social workers – to help meet social needs and keep communication channels open to best support pupils and their families
- CAHMS – to offer specialist support to our pupils Belmont School will make referrals and speak to CAHMS workers for support and advice for school, families and the pupil
- Educational Psychologists dependent on the need of a pupil i.e. behavioural, dyslexia diagnosis etc.
- Well-being Hub who offer a range of services from Occupational Therapists, Speech and Language Therapists and Art Psychotherapist
- Enterprise Business Partnerships North West, who offer bespoke information and guidance support packages that reflect the needs of learners in both SEN, alternative and mainstream school settings.

### 5.14 Complaints about SEN provision

Complaints about SEN provision in our school should refer 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

### 5.15 Contact details of support services for parents of pupils with SEN

These services vary dependent on your child's LA. Due to the nature of our school, we have children from a variety of different areas.

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 – [Samantha.Towned@belmont-school.co.uk](mailto:Samantha.Towned@belmont-school.co.uk)

SENCo support/EHCP concerns – [emma.fletcher@belmont-school.co.uk](mailto:emma.fletcher@belmont-school.co.uk)

Curriculum concerns – [michael.chaloner@belmont-school.co.uk](mailto:michael.chaloner@belmont-school.co.uk)

## 6. Links with other policies and documents

This policy operates in conjunction with the following school policies:

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

## Monitoring and Review

This policy is subject to annual review unless changing circumstances require an earlier review.

### 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 diagnosis of special educational needs.*

*We aim to enhance life experience and instil a desire to achieve*