



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed by:	Dionne Seagrove, Principal
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Introduction

Belgrave School was created with the focus of providing support for specific learning difficulties, in particular, dyslexic learners and associated difficulties. These particular educational needs will be reviewed and assessed regularly, and our Special Needs Policy intends to ensure that all difficulties experienced by learners are carefully monitored and sensitively dealt with and complies with The Equality Act 2010.

Aims

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Develop emotional resilience, independence, and self-esteem.
- Develop social skills that will enable learners to access all areas of life.
- Have a key focus on educational development for all learners.
- Prepare our learners for adulthood.
- We have high aspirations for our learners with regards to employment, independent living/skills, and community participation and that these aspirations should be developed through our curriculum and extra-curricular provision. The following principles underpin this policy:
 - The identification and recognition of children's and young people's needs.
 - The involvement of parents/carers, and young people in decision-making.

- Collaboration between education, health, and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents/carers over their support.
- Successful preparation for adulthood, including careers guidance, work experience opportunities, development of independent living skills, and employment opportunities.
- To promote a happy school atmosphere, with the emphasis on self-respect and respect for others.

Background

The school aims to have regard to the 2014 DfE Code of Practice on the Identification and Assessment of Special Educational Needs, and to provide a welcome, and appropriate learning opportunities, for all learners.

Our system of observation and record-keeping, which operates in conjunction with parental input, enables us to monitor learner's needs and progress on an individual basis.

Each Learning Support Mentor (LSM), in partnership with a subject teacher, is responsible for a class of a maximum of 12 learners, so each learner benefits from adult time and attention.

If it is felt that a learner's needs cannot be met without the support of a one-to-one Learning Support Assistant (LSA), either full or part-time, external funding from the Local Authority (LA) as the learner will have an Educational Health Care Plan (EHCP) plan, will be sought to provide this.

If learners have physical disabilities that limit their access within the school buildings, reasonable and necessary adjustments will be made as the need arises.

We work in liaison with staff outside the school, including therapists, psychologists, social workers, and paediatricians, to meet learner's specific needs who work within the School and outside.

Our staff attend wherever possible in-service training on special needs arranged by professional bodies.

Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Disabled Persons (Services, Consultation and Representation) Act (1986)
- Disability Discrimination Act (1995)
- Children Act (2004)
- Mental Capacity Act (2005)
- Equality Act – Disability (2010)
- Education Act (2011)
- Health and Social Care Act (2012)
- Children and Families Act (2014)

- Special Educational Needs (Personal Budget) Regulations (2014)
- Special Educational Needs and Disability (Amendment) Regulations (2015)
- Special Educational Needs and Disability (Detained Persons) Regulations (2015)

Also, statutory, and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (updated 2020)
- DfE (2015) 'Supporting Pupils with Medical Conditions'
- DfE (2018) 'Promoting the Education of Looked-after and previously Looked-after Children'
- DfE (2020) 'Keeping Children Safe in Education' (updated 2024)
- DfE (2020) 'Working Together to Safeguard Children'

Education Health and Care Needs Assessments

Belgrave School will only offer a place to learners who have an EHCP. We can add a learner to the waiting list if the EHCP is in draft form.

The EHCP identifies the name of the school the learner will attend (which could be the child's present school, another mainstream school, or a special school). The local authority fund extra provision in certain circumstances, otherwise the cost must be borne by parents.

Policy Aims and Principles

The Code of Practice (2015) states:

"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 him or her."

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

"Has significantly greater difficulty in learning than the majority of others of the same age; 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 academies/schools."

A special educational provision is provision that is different from, or additional to that normally available to learners of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum or alternative educational packages. At Belgrave School, we offer a bespoke, broad, and balanced curriculum.

This policy outlines the framework for the school to meet its duties and obligations to provide a personalised high-quality education to all its learners including learners with special educational needs and/or disabilities.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in any group/class can be considerable, and it is recognised that this situation exists at Belgrave School.

The aims and objectives of the SEND Policy relate directly to other school policies and are also based on the values derived from and are guided by the requirements of the various Acts of Parliament and guidance published pertaining to SEND and the 2015 Code of Practice.

Terminology

The term 'parents' is employed throughout this policy and elsewhere to refer to any parent, guardian, or other responsible adult in 'loco parentis.'

Belgrave School Aims :

- To endeavour to provide exceptional intervention to meet the needs of any learner with SEND in collaboration with colleagues, other professionals, the young person, and the parents.
- To fully involve parents and learners in the identification, assessment, and delivery of SEND provision and to strive for close cooperation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To regularly (and at least annually) review plans for learners with an EHCP, ensuring that both learner and parent views are involved in the review process.
- To deliver SEND provision as a responsibility of the teacher, tutor, school therapist, care team and Special Education Needs Co-ordinator (SENDCo).
- Wherever possible, to ensure full entitlement and access for SEND learners to high quality education within a balanced and relevant curriculum.
- To educate all our learners by providing a flexible and personalised curriculum which focuses on strengths and provides targeted support for challenges.
- To stimulate learners' curiosity, interest and enjoyment in their education and celebrate achievement.
- To build learners' emotional well-being and promote self-esteem, independence, and resilience.
- To develop social skills that will allow learners to function as contributing members of society.
- To enable SEND learners to be familiar with a body of knowledge, skills, principles, and vocabulary so that they can lead full and productive lives. The curriculum must be suitable to promote intellectual, emotional, social, and physical development in order that learners can develop as valuable members of society both now and in the future by encouraging social skills such as politeness, initiative, independence, and safety awareness.
- To assess learners with SEND as early and thoroughly as possible through a programme of monitoring in the classroom/school.
- To provide concise SEND information and training in line with school SIP and learner cohort yearly. These will be updated and reviewed on a regular basis and made accessible to school staff.
- To support and advise school staff of their responsibilities towards SEND learners through training and regular statutory meetings.
- To implement a programme of Continued Professional Development (CPD) for teaching and support staff.

Roles and Responsibilities

The senior leadership team are responsible for ensuring this policy is implemented and adhered to. The school advisory panel will also provide support, challenge, and

advice. The Melrose senior leadership team will ensure the school meets its statutory requirements.

The Principal has responsibility to ensure the school:

- Regularly reviews how expertise and resources are used to address SEN and Disability and are used to build quality of whole school provision as part of an approach to whole school improvement.
- Fully engages parents and/or young people with SEND when drawing up policies that affect them.
- Identifies, assesses, and ensures effective provision to improve long term outcomes for all children and young people with SEND.
- Uses best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designates an appropriate member of staff (the SENDCo) as having responsibility for coordinating provision for learners with SEND.
- Makes reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Takes necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised.
- Ensures that those teaching or working with learners are aware of their needs and have arrangements in place to meet them.
- Ensures that the SENDCo understands the strategies to identify and support vulnerable learners and possess knowledge of the SEN and disabilities most frequently encountered in line with the learners' IEP (Individual Educational Plan) which link directly to the EHCP.
- Ensures that teachers/tutors monitor and regularly review learner's progress each half term.
- Issues a termly school report and completes a comprehensive SEN review termly.
- Co-operates with local authorities during annual EHCP reviews.
- Ensure that a review of a learner's EHCP is undertaken in line with Local Authority requirements.
- Takes steps to ensure that learners and parents/carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establishes and maintains a culture of high expectations and encourages learners with SEND to fulfil their potential and become valuable members of society.

The SENDCo:

- Takes a leading role in the strategic development of SEND policy and provision in the school.
- Ensures that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertakes day-to-day responsibility for the operation of SEND policy and coordinate the specific provision made to support individual children with SEN.
- Advises on a graduated approach to providing SEND support.
- Prepares, publishes and updates annually a SEND information report outlining arrangements for the admission of learners with SEND, the steps being taken to prevent learners with SEND from being treated less favourably than others

and the facilities and resources provided to enable access to learning and personal development.

- Oversees liaison with the parents of learners with SEND.
- Oversees liaison with other academies, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- Oversees liaison with the potential future providers of education to ensure that the young person and their parents are informed about options and a smooth transition is planned.
- Provides professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies.
- Is one of the key points of contact for external agencies.
- Works with other professionals providing a support role to the family.
- Ensures that the school keeps the records of all learners with SEND up to date.
- Supports the staff in the assessment of a learner's particular strengths and weaknesses and advises on effective implementation of support.
- Ensures parents/carers and relevant school staff are up to date with any changes or concerns involving the learner.

Staff must:

- Plan and review support for their learners with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the learner themselves.
- Set high expectations for every learner and aim for them to achieve their full potential, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every learner achieving.
- Be aware of the needs, outcomes sought, and support provided to learners with SEND they are working with.
- Keep an up-to-date emotional support plan (ESP) that supports the additional needs of all learners in their class.
- Keep the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern.

We encourage parents and carers to:

- Work closely with the school to develop a partnership that will support their child long term so that they successfully prepare for adulthood.
- Be aware of their child's targets and progress made towards them.
- Attend and take part in reviews.

Involving Parents and Learners in Decision Making

Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the learner as an individual, not their SEN label.
- Be easy for the learner and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the learner's strengths and capacities.
- Enable the learner, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual and their family.

- Bring together relevant professionals to discuss and agree together the overall approach to supporting each learner effectively to succeed in education and life.
- Ensure learners have the opportunity to feed into their ECHP reviews and implement innovative strategies to gather this information, e.g., working with a trusted adult outside the formal review so that they feel comfortable sharing their thoughts and feelings, this will ensure the plan is fully informed and accurate.

Graduated Approach

The school will employ a graduated approach to meeting the learner's needs, including:

- Establishing a clear picture of the learner's needs.
- Planning with the learner and learner's parents, the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review.
- Implementing the interventions, with support of the SENDCo.
- Reviewing the effectiveness of any interventions for identified or potential SEND and making any necessary revisions half termly/termly or in line with any specific intervention date.

Data and Record Keeping

The school will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress and development of all learners.
- Maintain an accurate and up-to-date register of the provision made for learners with SEND.
- Record details of additional or different SEND provision; all the above will be stored within a secure server that is owned by the school. Any other paper-based records will be kept within a lockable cupboard in line with our data protection policy.

SEN and Disability Tribunal

The school will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Confidentiality

The school will not disclose any EHCP without the consent of the learner's parents except for disclosure:

- To an SEN and Disability Tribunal.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To ISI inspection teams as part of their inspections.
- To the person with SEND responsibility regarding the learner's application for disabled learners' allowance in advance of taking up a place in higher education.

- To the Principal (or equivalent position) of the institution at which the learner is intending to start higher education.

Admissions

As stated, Belgrave School will only offer a place to learners who have an EHCP. We can add a learner to the waiting list if the EHCP is in draft form.

The school will require information of any disability or special educational need which may affect a learner's ability to participate in the admissions procedure and take full advantage of the education provided at the school, so that the school can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the candidate and that the school can cater adequately for the learner should the offer of a place be made.

Learners referred will have Special Educational Needs and Disability (which in most cases will be formalised with an Education Health and Care Plan). In most cases the presenting reasons for referral will be Specific learning difficulties, such as dyslexia in addition to SEMH needs or communication needs, although the young people referred are likely to present with a range of other difficulties including dyspraxia, ADHD, ADD, ODD and GDD which the school will endeavour to support if the local authority cannot find them a specialist provision that caters for their individual specific need to prevent learners from being out of education.

Belgrave School will ensure the local authority are informed in the summer term of any learners that are not making sufficient progress and need a specific setting for their additional needs, and not the broad and balanced offer of Belgrave School.

Belgrave School is not a secure unit and is not resourced to cater for learners who present high levels of aggressive behaviour to learners or staff, cause significant damage to property, and require high levels of skilled physical intervention.

Monitoring and review

This policy will be reviewed annually or in the following circumstances:

- Changes in legislation and/or government guidance.
- Because of any other significant change or event.
- If the policy is determined not to be effective.
- The policy will have an interim review but will still be reviewed annually.

If there are urgent concerns these should be raised to the SENDCo or the Principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.