



## SEND Policy

<b>Reviewed by:</b>	Louisa Skinner, Executive Principal
<b>Date:</b>	1 September 2025
<b>Last reviewed on:</b>	1 April 2024
<b>Next review due by:</b>	31 August 2027
<b>Version control:</b>	3
<b>Approved by:</b>	Tracey Storey, CEO

## **Introduction**

This policy outlines the framework for Belgrave School to meet its duty and obligation to provide a high-quality education to its learners, all who have special educational needs and disabilities (SEND), and to do everything it can to meet the needs of those learners. 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.
- Have high aspirations for our learners with regards to employment, independent living skills, and community participation and develops these through our curriculum and extra-curricular provision.

The following principles underpin this policy:

- The identification and recognition of learners' needs.
- The involvement of learners and parents in decision making.
- Collaboration between education, health, and social care services to provide support.
- High quality provision to meet the needs of learners with SEND.
- Greater choice and control for learners and parents over their support.
- Successful preparation for adulthood, including careers guidance, work experience opportunities and development of independent living skills.

## **Background**

Belgrave School was created with the focus of providing support for specific learning difficulties, in particular, dyslexic learners and co-occurring differences. As well as dyslexia, our learners have a variety of additional needs and experience challenges with:

- Social, emotional, and mental health.
- Communication and interaction.
- Cognition and learning.
- Physical/sensory need.

This policy intends to ensure that all challenges experienced by learners are managed in a sensitive and proactive way and that in so doing the school complies with all relevant legislation and good practice.

We ensure that all applications to this school are treated fairly and in line with our admissions policy and SEND Code of Practice guidelines.

If it is felt that a learner's needs cannot be met without the support of a one-to-one Learning Support Assistant then additional funding will be sought from the Local Authority as the learner will have an Educational Health Care Plan (EHCP).

If a learner has physical disabilities that limit their access to school facilities, then reasonable and necessary adjustments will be made.

We work in collaboration with professionals outside the school, including therapists, psychologists, social workers, the virtual school, and paediatricians, to meet learners' specific needs.

Our staff receive in-service training and are encouraged to participate in Continuing Professional Development (CPD).

## 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 (2024)
- 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 at School with Medical Conditions'
- DfE (2018) 'Promoting the Education of Looked-after and previously Looked after Children'
- DfE (2020) 'Keeping Children Safe in Education' (updated 2025)
- DfE (2020) 'Working Together to Safeguard Children' (updated 2023)

## Policy Aims and Principles

The Code of Practice (2015, updated 2020) states: *"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"*.

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 SEND 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 SEND.

The range and degree of learning differences, 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 in every class 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, updated 2020 Code of Practice.

## **Terminology**

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

## **Approach**

Belgrave School's approach to learning, in pursuit of its aims is:

- To endeavour to provide exceptional intervention to meet the SEND needs of our learners in collaboration with colleagues, other professionals, the learner, and their 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 Education Health and Care Plan (EHCP), ensuring that both learner and parent views are involved in the review process.
- To ensure each learner's voice is heard, Learners contribute to their "pupil passports" and to their annual review and have individual meetings with their classroom Learning Support Mentor on a regular basis.
- To deliver SEND provision as a responsibility of the teacher, tutor, school therapist, learning support team and Special Education Needs Co-ordinator (SENDCO).
- Wherever possible, to ensure full entitlement and access for SEND learners to high quality teaching 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, consistent high attendance, 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 will be suitable to promote intellectual, emotional, social, and physical development. This will enable learners to 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 support and advise school staff of their responsibilities towards SEND learners through training, regular statutory meetings and sharing of relevant information including the individual Learner Passport document.
- To implement a programme of SEND CPD for teaching and support staff.

## **Roles and Responsibilities**

The school Senior Leadership Team is responsible for ensuring this policy is implemented. The school community board will also provide support, challenge, and advice.

The Melrose Senior Management Team will ensure the school meets its statutory requirements.

### **The Principal has responsibility to ensure the school:**

- Reviews regularly how expertise and resources are used to address SEND and are used to build quality of whole school provision as part of an approach to whole school improvement.
- Engages fully with parents and/or young people with SEND when developing policies that affect them.
- Monitors regularly effective provision to improve long-term outcomes for all learners with SEND.

- Uses best endeavours to secure the special educational provision required by a learner's SEND.
- Designates an appropriate member of staff (the SENDCO) as having responsibility for co-ordinating provision for learners with SEND.
- Makes reasonable adjustments for learners with disabilities to 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 possesses knowledge of the SEND and disabilities most frequently encountered in line with the learners' EHCPs.
- Ensures that teachers/tutors monitor and regularly review learners progress each half term.
- Issues a bi-annual school report and completes a comprehensive SEND review annually.
- Co-operates with local authorities during annual EHCP review.
- Ensures that a review of a learner's EHCP is undertaken in line with Local Authority requirements.
- Takes steps to ensure that learners and parents are actively supported in contributing to the review of EHCPs.
- 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.
- Assumes day-to-day responsibility for the operation of SEND policy and coordinates the specific provision made to support individual learners with SEND.
- Advises on a graduated approach to providing SEND support.
- Prepares, publishes, and annually updates 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 provisions, psychologists, therapists, health, and social care professionals, and independent or voluntary bodies.
- Oversees liaison with potential future providers of education to ensure that the learner 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, and other agencies.
- Ensures they are 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 teacher/tutor in the assessment of a learner's particular strengths and weaknesses and advises on effective implementation of support.
- Ensures parents and relevant school staff are up to date with any changes or concerns involving the learner.

### Teachers/Tutors:

- 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 suitably ambitious and achievable.
- Plan lessons to address potential areas of challenge 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 whom they are working.
- Keep stakeholders up to date with any changes in behaviour, academic developments and causes of concern.

### Parents

We encourage parents 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 outcomes and progress made towards them.
- Attend and take part in reviews.
- Be involved in decision making.

### Family Liaison

Periodic meetings will provide parents and learners with the forum to review their needs, wishes and goals and will:

- Focus on the learner as an individual, not their SEND label.
- Be easy for learners and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Review the learner's progress in light of their EHCP outcomes.
- Highlight the learner's strengths and capabilities.
- Enable the learner, with their key adult, to articulate their achievements, their interests, and future goals.
- Tailor support to the needs of the individual learner 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.

### Graduated Approach

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

- **Assess.** Establishing a clear picture of the learner's needs.
- **Plan.** Planning with the learner and learner's parents, the interventions and support to be put in place, as well as the expected result along with a review date.
- **Do.** Implementing the interventions, with support of the SENDCO.
- **Review.** Reviewing the effectiveness of SEND interventions and making any necessary revisions with a clear timeline.

### Data and Record Keeping

The school will:

- Include details of SEND, outcomes, academic progress, 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 on a secure server that is owned by the school. Any paper-based records will be kept within a lockable cupboard in line with our data protection policy.

### **SEND 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 a SEND 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 Independent School Association (ISA) 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 setting at which the learner is intending to start higher education.

### **Admissions**

Belgrave School will only consider applications for learners who present with a current EHCP and have special educational needs/disability which will be formalised within the EHCP.

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. This will ensure 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.

In most cases the primary need for referral will be dyslexia although learners referred are likely to present with a range of co-occurring differences including ASC, DCD, ADHD, SPD and SLCN needs 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 if:

- There are changes in legislation and/or government guidance.
- There is any other significant change or event.
- The policy is determined not to be effective.