



The Belvedere Academy

## **Special Educational Needs and/or Disability (SEND) Policy 2019**

The Belvedere Academy will have regard to all relevant local and national policies and codes of practice to ensure our provision is fully in line with best current practice. We refer in particular to:

- SEND and Disability Equality Act 2010: advice for Academies DFE Feb 2013
- Statutory Guidance on Supporting Students' Medical Conditions 2014
- Special Educational Needs and Disability Regulations 2014
- Teachers' Standards 2012
- Children and Families Act 2014
- 0 – 25 SEND Code of Practice 2014
- Safeguarding and Promoting Student Welfare Policy (The Belvedere Academy)
- SEND Information Report (The Belvedere Academy)
- Accessibility Plan (The Belvedere Academy)
- Teaching and Learning Policy (The Belvedere Academy)

### **1. Responsibility for co-ordination of SEND provision**

While all staff have a responsibility to enable every student to achieve their potential, certain staff have particular responsibilities:

#### **The Inclusion Manager, Mrs J Marshall**

Mrs Marshall is also Assistant Vice Principal and one of the Designated Safeguarding Leads at the academy

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#### **The Deputy Inclusion Manager and Specialist Teacher, Ms K Thelen**

Ms Thelen is also one of the Designated Safeguarding Leads (Deputy) at the academy.

#### **SEND Support Staff:**

Mrs E Gillies, Miss E Luong, Mrs C O'Connell and Miss G Magenis

Academy Counsellor: Miss G. Hill

Local SEND Governor: Mrs. Samantha Flynn

### **2. Mission Statement and Objectives of the Policy**

- We aim to create an ethos and environment that takes into account the needs of the students.
- We believe that special educational provision is more effective if students and their parents are fully involved and we will draw upon parents' knowledge and expertise in relation to their child.
- We have high aspirations for all our students including those with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- The aims of education for our students with SEND are the same as those for all our students.
- We will offer high quality support to ensure that all needs are met.

- We believe that all students are entitled to experience success.
- We are fully committed to a graduated approach to ensure that all students with SEND are identified early, assessed and catered for within the Belvedere Academy.
- We expect that consideration of SEND crosses all Curriculum Areas and all aspects of teaching and learning. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff. 'Every teacher is a teacher of every child' (Code of Practice, 2014) irrespective of the child's level of ability. Staff will be fully supported in this.
- We will ensure that all students have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- We endeavour to enable full access for students with SEND to all manageable aspects of the wider academy life such as Enrichment.
- We recognise that many students will have special educational needs at some time during their school life. In implementing this policy, we believe that students can be supported with their problems.

### **3. Identification of SEND Students within the Belvedere Academy**

The academy's particular arrangements for assessing and identifying students as having SEND also form a part of our published Local Offer, which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

We recognise the definition of SEND as stated in the Code of Practice 2014:

'A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age' (p. 94 para 6.15).

- The academy reflects what the Code of Practice states (p100 sect 6.44) in that students are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEND Support'.
- We are alert to emerging difficulties which may not be evident at an early age.
- These concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no underlying learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice 2014 (p97) are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical Needs' and our students are identified largely within these areas. These areas exemplify the range of need for which the academy is able to identify and provide support from within the academy's provision.
- The purpose of identification is to work out what action the academy needs to take, not to fit a student into a category. The academy identifies the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of students is a core requirement of the Teachers' Standards (2012). Teachers are guided and supported in this by the Inclusion Manager and information is shared appropriately and frequently.
- Although the Inclusion Manager has overall responsibility for the identification of students with SEND in the academy, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the academy.

- Early identification of students with SEND is a crucial factor in overcoming barriers to learning. The Inclusion Manager reviews internal tracking, RAISE online and Keystage 2 data.
- At the Belvedere Academy we also use a number of indicators to identify students' special educational need such as:
  - Close analysis of data including: internal subject-specific termly and annual assessments and cognitive national standardised student assessments (i.e. MidYIS and ALIS tests)
  - Internal screening data such as nationally standardised test scores (especially relating to Literacy)
  - Individual test scores (especially in relation to Literacy)
  - Any teacher or support staff concerns
  - Parental concerns
  - Concerns raised by the individual student herself
  - Information from feeder or previous schools on transfer
  - Information from other services
- The impact of intervention is monitored and reviewed regularly.

#### **4. What is not SEND but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Disadvantaged students
- Looked after children
- Being a child/young person of servicemen/women
- EAL

#### **5. Teaching at The Belvedere Academy for students with special educational needs**

Differentiated quality first teaching is a priority for all students including those with SEND.

- Where a student is identified as having SEND, action is taken to remove barriers to learning and to put effective special educational provision in place.
- The SEND support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

#### **6. The Belvedere Academy uses the graduated approach when assessing and reviewing the progress of students with special educational needs.**

**ASSESS:** In assessing a child/young person we will carry out an analysis of the student's needs which draws on the teacher's assessments and experiences of the student, their previous progress and attainment. This is put in the context of the individual's development compared to the Academy's core approach to a student's progress, attainment and behaviour and their peers and national data. The student's own views are sought as are those of external support services if involved. The Academy liaises fully with outside agencies for external assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least twice every year.

**PLAN:** We recognise that we must formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teachers and Inclusion Manager or Deputy agree in consultation with the parent and student the adjustments,

interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** The Inclusion Manager supports the subject teachers in problem solving and advising on the effective implementation of support and further assessments. The teachers remain responsible for working with the young person and where the interventions involve group or one-to-one teaching away from the teachers they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** Reviews are carried out on the agreed date. Some children might have an EHC Plan (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the Academy at least annually. These reviews are arranged at the Academy and are part of the Inclusion Manager's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and students. This feeds back into the analysis of the student's needs. The teachers working with the Inclusion Manager will revise the support in the light of the student's progress and development and any changes to support and outcomes will be made in consultation with the parent and student. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents and students and this may involve others being present at review meetings and the Inclusion Manager attending meetings offsite to support the transition process.

## **7. How The Belvedere Academy manages the needs of students who qualify for SEND support**

- In many cases the student's needs are effectively met within academy. The way this is done is accessed in the academy's Local Offer which is published and can be seen on the academy's website and the Liverpool Family Services directory.
- Where a student continues to make less than expected progress despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required, the academy strives to ensure that the student receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used at The Belvedere Academy include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service) and Speech and Language Therapy Services.
- Some children may have multi-agency involvement and we will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the academy having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the academy or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the academy presents evidence of the action taken as part of SEND Support.

## **8. How The Belvedere Academy works with parents and guardians in planning for provision and reviewing progress, and how we support them in accessing information**

At the Belvedere Academy we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being

used. We also value and welcome the essential information on the impact of SEND support outside the academy as well as the parents/guardians particular knowledge of their daughter and any changes in needs which they can provide.

- In creating the academy's Local Offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the academy operates an open-door policy where parents are encouraged to communicate frankly with the academy should they have any concerns regarding their daughter. There are other systems to encourage communication such as Parents' Association, questionnaires and coffee mornings etc.
- Where a student is receiving SEND Support the academy endeavors to talk to parents/guardians regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the student and the academy.
- At all stages of the SEND process the academy keeps parents/guardians fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the students with parents/guardians and to take account of their views. It is hoped that this will assist in supporting students to reach their full potential. Parents/guardians are encouraged to make a full and active contribution to their daughter's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the academy.

#### **9. Monitoring progress of students with SEND**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's mental health
- Is likely to lead to Further Education, training, and/or employment

#### **10. How the Belvedere Academy enables students with SEND to participate in all activities together with students who do not have SEND**

- At the Belvedere Academy we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children/young people are encouraged to participate fully in the life of the academy. There are tailored Enrichments to promote wellbeing amongst all students.

#### **11. How The Belvedere Academy adapts the curriculum and the learning environment for students with special educational needs**

- The Disability Discrimination Act (1995), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

- The academy is exemplary in removing barriers to learning. This has been acknowledged repeatedly by the Inclusion Charter Mark that the Belvedere Academy was awarded most recently in July 2013. The full report can be found on our website.
- However, we are partly situated in a grade 2 listed building and therefore restricted in making any further physical changes to the accessibility of the academy.

**12. What support does the Belvedere Academy offer for improving the emotional, mental and social development of students with special educational needs.**

The Belvedere Academy recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour
- A change in appearance
- Erratic attendance
- Sudden change in attainment
- Low self-esteem

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

At the Belvedere Academy we have clear processes to support children and young people and this is linked to the Behaviour Management and Code of Conduct Policies. These policies include detail on how the academy manages the effects of any disruptive behaviour so that it does not adversely affect other students.

The academy provides support for students' emotional, mental and social development in the following ways:

- Support for all children/young people by all staff
- Emotional support from trained Inclusion staff during a crisis
- Time-out given from lessons in times of acute crisis
- In-house counselling by fully qualified counsellor (Gabbie Hill)
- Referral to outside agencies if internal help is not sufficient (CAMHS, bereavement counselling, ASD specialists)
- Drop-in sessions provided by school health
- Mental health support through our CAMHS key worker at school (Sarah Nolan)

**13. How Senior Leaders and Governors at the Belvedere Academy monitor and evaluate the impact of the academy's SEND provision.**

Whilst the full governing body remains responsible for SEND, they will also appoint a SEND Governor to support their work. The SEND Governor at the Belvedere Academy is Samantha Flynn. She can be contacted via the Principal or the Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- Championing Inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- Being familiar with key legislation and policy
- Fostering communication between parents/guardians of children with SEND and the academy
- Meeting regularly with the Inclusion Manager

- Ensuring they have an understanding of the role of the Inclusion Manager and how students are supported
- Developing an awareness of the types of SEND present within the academy
- Reporting to the Governing Body
- Understanding how funding received for SEND is allocated by the academy
- Attending training in relation to SEND
- Assisting in monitoring the progress of vulnerable students
- Reviewing and monitoring the effectiveness of the SEND Policy

In evaluating the effectiveness of this policy, the academy will consider the views of:

- Reports presented by the Principal, the Inclusion Manager and the link SEND Governor
- Parents/guardians
- Students
- Outside agencies

Students' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success in meeting outcomes
- Use of standardised tests relating to reading, spelling and numeracy
- An analysis of external tests including SATs, GCSEs or equivalent qualifications
- The academy's tracking systems via SIMS, SISRA and teacher assessments
- Evidence generated from students' reports, Progress Meetings and Annual Review meetings.
- Raise Online
- Reports provided by outside agencies including Ofsted

#### **14. What training on SEND will be available for teachers, support staff and the Inclusion Team**

Members of the Inclusion Team regularly take part in training sessions as part of their Continuous Professional Development. Training is accessed via the GDST, the Local Authority and other training providers. The Belvedere Academy is part of the SEND consortium in Liverpool and this involves partaking in SEND Briefings twice in the academic year.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with students with SEND. The Inclusion Manager provides academy-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with students with SEND.

#### **15. How SEND is funded at the Belvedere Academy**

The notional SEND budget is for academy leaders to use in ways considered most appropriate in improving outcomes for students. It can, for example, be aligned with other funding (e.g. Pupil Premium) to optimise impact. The Inclusion Manager, along with other key staff in the academy, has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The academy budget allocation for SEND in the year 2016 to 2017 is overseen by the Governing Body. This ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The academy allocates SEND funding in the following ways:

- Teaching assistants
- Training for all teachers and teaching assistants so that they can meet students' needs more effectively

- Specialist books and equipment
- In-class and withdrawal support from the Inclusion Manager, SEND Specialist Teacher and/or support staff
- Academy counsellor
- EWO allocation
- School Health
- Schools Family Support Service
- Careers Advisor

#### **16. How the academy supports students with medical conditions**

With regard to The Children and Families Act 2014, all students with medical conditions have individual Healthcare Plans in place that specify the type and level of support are required. These plans are signed by parents/guardians and agreed by the school nurse. The plans are administered by the Pastoral Office within the academy. The school nurse runs weekly confidential drop-in sessions, available to all students. This service is provided by the NHS. Where a student also has SEND, their provision is planned and delivered in a coordinated way with their healthcare plan.

#### **17. How the Belvedere Academy approaches its statutory duties in terms of increasing its accessibility over time**

All students at the Belvedere Academy have equal access to a broad and balanced curriculum differentiated to enable ALL students to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to students making relevant progress that is closely monitored.

The academy's 'Teaching and Learning' Policy promotes best practice towards students with SEND. Teachers use a wide range of strategies to meet students' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

Following The Equality Act 2010 it states that education providers must make 'reasonable adjustments' to ensure that disabled students are not discriminated against. The academy always endeavours to implement changes to practices or procedures and to provide extra support and aids to students with SEND in order to become more accessible over time.

Changes to the physical features of the academy, which would be needed in order to increase access for disabled students such as students in wheelchairs, are often not possible. This is due to the fact that several of the buildings, which form part of the academy, are Grade II listed buildings; adaptations and changes to both internal and external features are therefore unlikely to be permitted. There are also issues with many of the physical features of the buildings, which do not make accessibility changes reasonably practical.

To fulfil its statutory obligations, an Access Audit Review was carried out in 2014 by GDST appointed surveyors and this contains recommendations to increase the academy's accessibility over time. Following this review the academy has adopted an Action Plan in order to implement these recommendations as long as they are reasonably practical.

Currently, there are five students on our roll who are provided with an Education Health and Care Plan (EHC Plan).

## **18. How the Belvedere Academy handles complaints from parents/guardians of students with SEND about SEND provision**

Any complaints should first be raised with the Inclusion Manager, Mrs. Marshall, then if necessary with the Principal Mr. Kennedy and finally, if unresolved, with the SEND Governor, Samantha Flynn. All complaints follow the academy's complaints procedure.

Managing parental complaints related to SEND:

- Meetings with the parents/guardians are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership);
- Key issues are identified including where there is agreement;
- Discussions should take place with the Inclusion Manager;
- Reports provided by outside agencies should be considered;
- Outcomes are reviewed examining what progress the student has made;
- Behaviour logs should ensure strategies are included and shared with parents/guardians.

## **19. Who is responsible for what?**

We acknowledge that the Inclusion Manager shares responsibility with the rest of the staff within the academy and the Governing Body.

## **20. The Role of the Local Governing Body**

The Local Governing Body's responsibilities include:

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that SEND students are fully involved in every aspect of the academy
- Following the 0-25 SEND Code of Practice 2014 when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEND Policy

## **21. The Role of the Principal and the Senior Management Team**

These responsibilities include:

- The day-to-day management of all aspects of the academy including the SEND provision
- Keeping the Local Governing Body well-informed about SEND within the Academy
- Working closely with the Inclusion Manager/Inclusion team
- Dealing with complaints, if disputes cannot be solved on the level of the Inclusion Manager

## **22. The role of the Inclusion Manager and Deputy Inclusion Manager**

The role of the Inclusion Manager involves:

- Ensuring all practitioners in the Belvedere Academy understand their responsibilities to children with SEND and our joint approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Having day-to-day responsibility for the operation of the SEND Policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Overseeing the day-to-day operation of the academy's SEND Policy and updating it annually and overseeing and updating the academy's SEND information report in line with statutory guidelines
- Co-coordinating provision for children with SEND
- Advising staff on the graduated approach to providing SEND support
- Advising on the deployment of the academy's delegated budget and other resources to

- meet students' needs effectively
- Liaising with parents/guardians of students with SEND
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the Principal and academy governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the academy keeps the records of all students with SEND up to date
- Monitoring and supporting a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual students who may need additional provision.
- Reviewing the work of other adults regularly.
- In reviewing student progress and tracking achievement, the Inclusion Manager should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole academy and in the planning and intervention of those students not making expected progress and plan appropriate interventions.
- Ensuring that Examination Access Arrangements are implemented in line with students' needs and that the arrangements are in full compliance with the rules and regulations as outlined by the JCQ (Joint Council for Qualifications)
- Advising on the deployment of the academy's delegated budget and other resources to meet students' needs effectively liaising with early years providers, other academies, educational psychologists, health and social care professionals, and independent or voluntary bodies

### **23. The Role of Staff**

The Code of Practice clearly acknowledges the importance allocated to teaching staff, whose responsibilities include:

- Being aware of the academy's procedures for the identification and assessment of, and subsequent provision for students with special educational needs by differentiated, high-quality teaching and planning.
- High quality teaching that challenges all students, including those with SEND, and allows them to progress
- Collaborating with the Inclusion Manager to decide the action required to assist students to progress
- Communicating with the Inclusion Manager to share all available information on SEND
- To support the Inclusion Team in the development and review of Pupil Profiles for students with special educational needs as required and to be fully aware of the Pupil Profile targets for all relevant students
- Developing constructive relationships with parents
- To adhere to the academy's SEND Policy

### **24. How does the Belvedere Academy evaluate this policy**

In evaluating the effectiveness of this policy, the academy will consider:

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Principal, the Inclusion Manager and the Link SEND Governor
- Parents/guardians
- Students

- Outside Agencies with evidence of joined together working
- Ofsted reports
- Students' attainment and progress

**Date of review: April 2019**

**Reviewed by: Inclusion Manager and Deputy Inclusion Manager**

**Date of next review: April 2020**