



# Report on the School's Policy for SEND

**Governing Body Sub-committee**

Name: Curriculum and Performance Committee  
Date approved: 3 November 2021

**Full Governing Body (if applicable)**

Date approved: 2 December 2021

The Belper School SEND (Special Educational Needs and Disabilities) Policy recognises that all school staff play a role in the successful education of SEND Pupils; the teachers – both subject and pastoral, the parent and Pupil themselves. Belper School is an inclusive mainstream 11-18 secondary school and the Pupil Support Team caters for lots of aspects of Pupil support, not just that required by special education needs.

Parents/carers are encouraged to contact the school if they are concerned that their child may have special educational needs and the most appropriate member of the Pupil Support Team will respond.

## **What kinds of SEND does the school cater for?**

The SEN Code of Practice 2014 defines SEN into 4 broad areas of need. These are:

- Communication and interaction needs
- Cognition and learning needs
- Sensory and physical needs
- Social, emotional and mental health needs

Belper School works with Pupils whose needs fall into these categories and will support these Pupils in their educational journey. We have specialist teachers, support staff and equipment to meet the needs of these Pupils. However, as a mainstream school there are limitations to our ability to successfully support Pupils with more complex educational needs. These Pupils may benefit from the education support provided by a more specialist provision. We are happy to meet with you and discuss your child's special educational needs.

## **How does the school know if a Pupil has SEND (Special Educational Needs and Disabilities)?**

The Belper School SEND policy contains a definition of SEND and how disability can also hinder access to the school curriculum (SEND Code of Practice 2014).

Before entry, the school will use information from the Pupil's Primary School to aid transition and inform teaching. The school will be made aware by the Primary School of all SEND Pupils. Parents/carers also have the opportunity at Open Evenings and Y6 Parent Evenings to speak to the school. The SENDCo offers additional transition and planning meetings for Pupils already identified as having SEND. This is to ensure all appropriate provision is in place prior to the Pupil's arrival at Belper School.

Once in school, the early identification of further Pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain Pupil progress through:

- Evidence obtained by teacher observation/ assessments
- Screening and diagnostic tests (reading, spelling or more specialist tests)
- Reports and observations
- Information from parents
- National Curriculum results
- External exam results

The school sets itself high standards in relation to all Pupils and not just SEND Pupils. SEND aims of the school are for these Pupils to have; as broad and balanced education as possible, appropriate involvement in decisions affecting their future provision, an appropriately differentiated curriculum and educational provision to allow this to be accessed with staff trained to meet their needs.

To this end the school trains its staff to promote their awareness and enhance their capacities in relation to a range of SEND (Special Educational Needs and Disabilities). This is carried out using INSET (In-service training) days, staff briefings and external training where appropriate. This is part of a programme that recognises that all staff teach Pupils with SEND and require appropriate knowledge and resources to meet this demand.

### **What should a parent do if they believe their child has SEND?**

Any parent's initial point of contact is their child's tutor. The concerns can be discussed with the tutor, who may then hand these concerns on to the Learning Support Department. A member of the Learning Support Department will liaise with the tutor and may well contact the parent for a further discussion.

### **How does the school know how well a Pupil is progressing?**

All Pupils have their academic progress monitored at three points throughout the year. Academic faculties regularly review progress and adjust their teaching approach appropriately. Pupils on SEND intervention programmes linked to specific skills e.g. reading, spelling, social skills etc. are monitored by standardised tests every term. These tests can measure relative progress in various skills e.g. spelling, reading accuracy and comprehension etc.

All SEND Pupils on specific interventions have a 'Pupil Passport' This is reviewed with parents/carers and pupils to ensure their voice is heard and influences the decisions that are made about their learning and wellbeing. A person-centred approach is used and regular reviews of provisions detailed in the Pupil Passports ensure we are delivering effective provisions whilst capturing the voice of the Pupil.

### **How will parents be made aware of their child's progress?**

Parents/carers of all Pupils are made aware of their child's progress through termly reports, Mid-Year Tutor Review and Parents' Evenings. A large number of parents/carers also access the school's information system so that they can monitor their child's schooling on-line

Where a child is the focus of specific SEND intervention, for example:

- In-class support (either shared or individually) with a teaching assistant (TA) or post-16 helper working in conjunction with/under the direction of the class teacher
- Periods of withdrawal to work with a teaching assistant or post-16 helper on a 1:1 basis: as part of a very small group response to specific difficulties with a teaching assistant; as part of a small group response to specific difficulties, working with a specialist TAs for a short period of time

- Periods of withdrawal to work with a specialist teacher as part of a small group or 1:1 response
- Periods of withdrawal to work with teaching assistant or post-16 helper on a 1:1 basis as a response to the Pupil's specific difficulties.

The results of the interventions will be fed back to parents/carers either as part of the school's reporting system, or by specific contact with the Learning Support personnel. During these meetings the effectiveness of additional provisions will be reviewed. There are two pre-planned opportunities for all parents to speak to teaching staff (Mid-Year Tutor Review and the Parents' Evening).

Pupils with an EHCP (Education and Health Care Plan) or GRIP (Graduated Response for Individual Pupil) funding have a yearly meeting to evaluate the progress made according to the objectives outlined within the document and to plan ahead for the following 12 months.

### **How does the school support Pupils with SEND?**

Belper School recognises that all teachers are teachers of SEND and recognise the importance of quality first teaching. Teachers work to remove barriers to learning through differentiation of lesson content and homework tasks. Teachers and TAs liaise regularly to discuss and share good practice.

Further to this a child may be taking part in a specific SEND intervention led by either a specialist teacher, teaching assistant or post-16 helper (under teacher supervision). The school may also allow the Pupil to:

- use specific assistive technology to remove barriers to learning
- access 'time-out' zones
- attend specific intervention groups for literacy/numeracy
- attend peer support groups for specific social/emotional difficulties
- Access alternative curriculum if required, as co-ordinated and delivered by ACCESS, Learning Support or outside providers, e.g. colleges or work experience providers.

Further support may be provided by the involvement of an external support service/specialist teacher who (with the parents'/Pupil's permission) will advise on the Pupil's education. External support services may provide specialist input to support the Pupil's education.

The whole aim of this process is to 'level the playing field' for these Pupils and reduce the barrier to learning; whether it is the use of specialist teachers, equipment, curriculum, external agencies or a blend of all of these. At all stages Pupil progress is monitored so that an evaluation of the impact of the provision can be made and fed into the review cycle for the Pupil.

Teaching staff are made aware of the individual needs of Pupils and this information is held centrally so that all teaching staff can access this. Using this information teaching staff can adapt their teaching material, teaching approach and delivery to match the Pupil's needs.

As Pupils progress through the school, the Year 9 Options process offers them the opportunity to make choices around their areas of interest. Some SEND Pupils are offered the opportunity to use the Learning Support/Access Areas as an option choice to support their learning in other subjects. This choice is only offered by invitation and is not available to all Pupils.

For Pupils who access external exams, the JCQ (Joint Qualifications Council) Guidelines relating to Access Arrangements are followed and applied, so that Pupils are not disadvantaged in relation to their ability to access the assessment process and demonstrate their abilities. To this end the school has specifically trained a member of staff to be able to assess and administer this process

### **How is the decision made about how the Pupil is supported?**

Teaching SEND Pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing and setting appropriate targets, taking into account the differences in Pupils' abilities, aptitudes, and interests. Assessment is the process by which Pupils with SEND can be identified. Whether or not a Pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision. Some Pupils may need increased levels of provision and support.

The SEND Code of Practice (2014) advocates a **graduated response** to meeting Pupils' needs.

SEND intervention is characterized by interventions that are different from, or additional to, the normal differentiated curriculum. SEND intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, Pupils:

- make little or no academic progress where such progress would be expected from previous assessments, despite a differentiated curriculum
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies and maybe the result of an underlying learning need
- have sensory/physical problems, and make little educational progress despite the level of accommodation within the classroom
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a Pupil requires additional support to make progress, the Learning Support and or Access Department, in collaboration with subject teachers, will support the further assessment of the Pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering subject based curriculum.

The impact of the support on the Pupil will be monitored and evaluated. The aim of the support is to meet the Pupil's need and not be a set amount of money/time. It is the impact and not the input that is the most important part of the process. The impact of the support is measured against the Pupil's progress towards their academic targets. These targets may be generated by KS2 information, teacher assessment or against school administered standardised tests.

## **How SEND Pupils are appropriately included on school trips**

All Pupils are entitled to be included in all aspects of the school community and we aim for all Pupils to be included in school trips and out of school hours learning opportunities.

A risk assessment is carried out prior to any off-site activity to ensure that health and safety will not be compromised. We will make every effort to make reasonable adjustments to enable a Pupil to participate, but in the unlikely event that it is considered unsafe for a Pupil to take part in an activity, then alternative relevant activities will be provided in school.

## **What support is there for Pupils' wellbeing?**

The tutor is at the heart of the school's pastoral system and day to day contact with Pupils enables the tutor to gain an overall view of the Pupils' wellbeing. The Learning Support and Access areas can each provide a quiet space for Pupils who struggle with social situations and they are open before school, at break and during lunchtimes. The Learning Support Department also runs various interventions to support Social Emotional and Mental Health Difficulties. These include the Positive Support programme for emotionally vulnerable Pupils and in Year 7 there is a specific Nurture Group provision one afternoon per week for Pupils vulnerable during the primary/secondary transition. The Access Area provides emotional support via their TAs who will be 'key workers' to vulnerable Pupils. Each Support Area has qualified Mental Health First Aiders.

We have a Pastoral Support Room which delivers short term behaviour interventions to promote inclusion in the mainstream classroom. Within the school the Safeguarding and Wellbeing Team receive referrals from pastoral staff and parental requests. The team works closely with the Support Departments to further support mental health and anxiety needs of Pupils.

Procedures are in place to support Pupils with medical needs and the school follows Derbyshire County Council policy regarding the administrations of medications. The School has a *Supporting Pupils with Medical Conditions and Administration of Medicine* Policy (which is available from the school website). Parents should contact the School Office should they have any concerns.

## **What specialist external agencies are accessed by the school?**

The SENDCo liaises with a range of specialist services to ensure provision for Pupils is appropriate and meets their needs. These include:

- Health – GPs, school nurse, clinical psychologist and psychiatrists (CAMHS – Child and Adolescent Mental Health Services), paediatricians
- Speech and language therapists, occupational therapists, physiotherapists
- Social Care services – multi-agency teams (MAT), social workers, child protection teams
- Derbyshire Educational Psychology Service
- Derbyshire Careers Service
- Derbyshire specialist teacher advisors – Visual Impairment, Hearing Impairment, Physical Impairment, Autism Outreach and Behaviour Support teachers
- Derbyshire Lead SEND Officer for Amber Valley.

## **What training have the Learning Support Department had?**

All our teaching assistants have received training across the 4 broad areas of need within SEND and have a working knowledge of the Code of Practice for SEND. We have a qualified Emotional Literacy Support Assistant (ELSA) and several Teaching Assistants are qualified Mental Health First Aiders. The Autism Outreach Service has provided training around ASD and associated anxiety. All our teaching assistants have received training to deliver specific Literacy Interventions. Other specialisms held by support staff include those within Maths, Lego Therapy and Positive Support. We have two members of the Department who hold the complete SEND Diploma.

The SENDCo holds postgraduate qualifications in Dyslexia, Autism and a qualification formally recognised by the Joint Council for Qualifications (JCQ) to assess pupils for the relevant access arrangements available in a formal exam situation. The SENDCo is currently studying the National Award for Special Educational Needs, which will be completed by March 2022.

## **How accessible is the school?**

The school is fully adapted for physically disabled Pupils to be able to access the school site and relevant curriculum areas. The school's Accessibility Plan (available on the school website) contains the relevant details relating to this. Pupils with hearing, visual and physical impairments are present in the school population and within the resources available to the school we will follow the guidance of the Local Authority Outreach Teachers in order to promote the full inclusion of these Pupils.

The school actively seeks to promote the equality of SEND Pupils. The school website contains the school's Equality Objectives where disabled Pupils are explicitly mentioned as one of the targeted groups to be monitored for achievement and ability to make a positive contribution to the school. The school's Single Equality Plan (available on the website) reinforces this as a school aim and details how the curriculum is able to support this.

The school's Accessibility Plan outlines the aims of the school to actively promote the inclusion of all disabled Pupils and how we constantly seek to improve this.

## **How does the school's admission process work in relation to SEND Pupils?**

The school's Admission Policy outlines these arrangements. The school works within the Local Authority Admissions Policy (available from Derbyshire County Council) where there is recognition of the Pupil's right to an inclusive education. This places 'in catchment' Pupils who are Children in Care or have an EHC Plan as priority 1 and 2 for admission.

## **How do parents get information about external additional support on offer?**

Derbyshire LA publishes a Local Offer on their website [www.derbyshire.gov.uk](http://www.derbyshire.gov.uk). Information on all the support on offer is available here.

## How can a parent make a complaint?

Any complaints are dealt with as part of the school's complaints procedure. The school's Single Equality Plan explicitly mentions disabled Pupils as a group for whom data is collected and held in relation to Pupil achievement and any discriminatory behaviour observed.

***For more detailed information please consult the school's SEND Policy which is available on the school website***

## Appendix

The Pupil Support Area consists of the following members of staff

Rosalind Conroy	SENDCo – Special Educational Needs Co-ordinator
Nick Goforth	Headteacher – Line Manager for the SENDCO/Head of Inclusion
Fran Lloyd	Personal Assistant – Student Services Support
<b>Learning Support</b>	
Amanda Warren Tracey Downing Meryl Fears Annabel Nicklin Debbie Norman Rachel Orsmby-Ashworth Becky Postlethwaite Andy Stuart Jo Derby Connor Woodward Allana Mulliss Katie Nolan	Learning Support Teaching Assistants
Graham Shaw Millie Judge Hannah Trinder Elliot Hitchcock Zoe Kelvie	Relief Learning Support Teaching Assistants
Sharon Blount	Learning Support Teaching Assistant/Specialist Maths Teaching Assistant
<b>Inclusion/ ACCESS</b>	
Rosie Spears Lynn Brassington	Senior Inclusion Teaching Assistants
Jo Gadsby	Relief Inclusion Teaching Assistants
<b>Pastoral Support Room</b>	
Behaviour Manager	Aston Hutchinson
Behaviour Mentor	Emma Fitzgerald
<b>Governing Body</b>	
Claire Lightfoot	SEND Governor
Fay Atkinson	Child Protection/Safeguarding Governor