



The Belvedere Academy

## **Inclusion & SEN Policy**

***This policy should be read in conjunction with other related policies including the Equal Opportunity Policy.***

### **1. Mission Statement**

- 1.1 The Belvedere Academy is an inclusive learning community takes all practical steps to ensure its environment, facilities, curriculum and working practices are accessible to all students, staff and visitors. It will do this, to the best of its ability, through both ensuring physical access and by actively modelling non-discriminatory and inclusive working practices for all, ensuring that disabled students, staff and visitors feel equal and important participants in the Academy's work.
- 1.2 All students, regardless of circumstance, will have access to the entire breadth of curriculum and teaching which is appropriate to their needs and abilities. This will include physical access, within the constraints of the building, technical features to support, for example, visual and hearing impairment, and the provision of appropriate, safe, respectful and suitably supported environments for all activities – e.g. teaching and learning, social, dining, sport and exercise, changing and personal hygiene. Our provision for special educational needs is at the heart of what we do. The Belvedere Academy will put in place whatever resources are necessary to enable its students to participate and achieve, regardless of their personal challenges.
- 1.3 The Academy's provision for learners with special educational needs will encompass a very wide range of needs. Our philosophy and working practices are based on two important principles: inclusion and personalisation.
- 1.4 Inclusion means that all students who are able to benefit from mainstream education and choose The Belvedere Academy should be enabled to do so. For many, this will mean receiving support and intervention both internally and externally, appropriate to their needs, whether short or long-term. This support may be in class, to assist them in gaining full access to the curriculum, or by withdrawal for periods of time to receive targeted support in order to address specific challenges to learning which are more appropriately managed individually. As a matter of principle, withdrawal will be kept to a minimum with the clear intention to avoid unnecessary disruption to continuity of learning and to reintegrate the student at the first available opportunity. Some students will receive support outside of lessons too, in order to assist with socialisation, behaviour management and physical access and well-being.
- 1.5 Personalisation means that the needs of the student should drive the allocation of support which may also result in modification of the curriculum. For each student on the spectrum of special educational need, individual learning plans, with specific targets and associated entitlement to support, will be devised, agreed with the student and his/her parents/carers, and regularly reviewed.
- 1.6 The Local Governors and Principal acknowledge the range of issues to be taken account of in the process of realisation of this mission statement. All students are welcome, including those with special educational needs, in accordance with the LA Admissions Policy and the Education Act 1996 (Section 316).

## **2. Objectives of the policy**

2.1 This policy has the following objectives:

- 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:
  - SEN and Disability Act 2001
  - SEN Code of Practice 2001
  - Education (SEN)(Information)(England) Regulations 1999
  - Education Act 1996, Sections 316 and 316A
- We value all students in our Academy equally, irrespective of their abilities or background.
- We will ensure that all students have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for our students with Special Educational Needs or Disability (SEND) are the same as those for all our students.
- It is the responsibility of every member of staff to identify and meet the needs of their students. In this they can draw on the resources of the whole Academy.
- Every student is entitled to have their particular needs recognised and addressed.
- We will offer high quality support to ensure that all needs are met.
- We will maximise the opportunities for students with special educational needs to join in with all the Academy's activities
- We believe that all students are entitled to experience success.
- We expect that consideration of SEND crosses all curriculum areas and all aspects of learning and teaching.
- We recognise that many students will have special needs at some time during their Academy life. In implementing this policy, we believe that all students can be helped to overcome any problems.
- We believe that special educational provision is more effective if students and their parents are fully involved.
- We will take the views of the student into account when drawing up provision for their needs.
- We will draw upon parents' knowledge and expertise in relation to their child.

2.2 This policy will contribute in achieving these objectives by ensuring that provision for our students with special needs is a matter for the whole Academy and is a part of a continuous cycle of assessment and review.

## **3. Consultation and development of this policy**

3.1 This policy was initially written by senior staff in consultation with the Academy's current Inclusion Manager in early 2007, including Annex 3 of the Final Funding Arrangement. The draft was then used as the basis for a number of meetings involving governors, students and staff during the summer term of 2007. During this process of consultation, the policy was refined and improved. The current version has since been updated annually since 2010.

3.2 The Inclusion Department has its own Development Plan which is reviewed at regular intervals.

3.3 This policy is central to the life of the Academy. We have endeavoured to consult with as many stakeholders as possible in its development. We are keen that every member of staff is fully aware of the practicalities and implications of this policy.

#### **4. Duties**

- 4.1 The Principal shall be the responsible person for the purposes of the following duties in relation to students with SEN.
- 4.2 The local Governors of the Academy shall:
- use their best endeavours, in exercising their functions in relation to the Academy, to secure that, if any registered student has special educational needs, the special educational provision which the student's learning difficulty calls for is made;
  - secure that, where the responsible person has been informed by the local authority that a registered student has special educational needs, those needs are made known to all who are likely to teach the student;
  - secure that the teachers in the Academy are aware of the importance of identifying, and providing for, those registered students who have special educational needs; and
  - consult the local authority and the governing bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for students with SEND.
- 4.3 Where a student who has special educational needs is being educated in the Academy, those concerned with making special educational provision for the student shall secure, so far as is reasonably practicable and is compatible with:
- (a) The student receiving the special educational provision which her learning difficulty calls for,
  - (b) The provision of efficient education for the students, with whom she will be educated,
  - (c) The efficient use of resources and
  - (d) That the student engages in the activities of the Academy together with students who do not have SEN.
  - (e) Suitable alternative off-site provision is organised where it is beneficial for the student with SEN.

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

- 5.1 While all staff have a responsibility to enable every student to achieve their potential, certain colleagues have particular responsibilities:
- The Academy's Inclusion Manager, Mrs J Marshall
  - The Academy's Assistant Inclusion Manager/Specialist Teacher, Ms K Thelen
  - SEN Support Staff: Miss E. Luong, Mrs E Gillies and Mrs C. O'Connell
  - School Counsellor: Miss G. Hill
  - SEN Governor: Mrs. L. Graham
- 5.2 **The Role of the Inclusion Manager** - The Inclusion Manager plays a crucial role in the Academy's SEND provision. This involves working with the Principal and Local Governing Body to determine the strategic development of the policy. Other responsibilities include:
- Overseeing the day-to-day operation of the policy
  - Co-ordinating the provision for students with SEN
  - Liaising with and giving advice to fellow teachers
  - Managing the Inclusion Team
  - Overseeing students' records
  - Liaising with the parents
  - Making a contribution to INSET
  - Liaising with external agencies, LA support services, Health and Social Services, Connexions/Careers Service, voluntary bodies, counselling services, and alternative provision providers
  - Safeguarding and child protection

Responsibility for fully implementing this policy rests with all staff. In particular:

- The procedures to be followed
- The commitment required from all staff to keep the Inclusion Manager well informed about students' progress
- Procedures that exist to allow staff access to information about students with special needs
- What exactly constitutes a 'level of concern' and at which point 'Academy Action' is initiated
- Procedures that exist to alert the Inclusion Manager to such 'levels of concern'
- The processes by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents must be given clear guidance how they can help and how they can provide additional information when and if required.

**5.3 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 special needs
- Ensuring that a 'responsible person' is identified to ensure that all those involved with teaching and supporting students with special needs in general and Statements in particular, do so effectively.
- Ensuring that students with special needs are fully involved in every aspect of the Academy
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the Inclusion Policy
- Reporting annually to parents on the Academy's Inclusion Policy including the allocation of resources from the Academy's devolved/delegated budget

**5.4 The Role of the Principal** - These responsibilities include:

- The day-to-day management of all aspects of the Academy including the SEN provision
- Keeping the Local Governing Body well informed about SEN within the Academy
- Working closely with the Inclusion Manager/Inclusion team
- Informing parents of the special needs provision that has been made for their child
- Ensuring that the Academy has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education

**5.5 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 planning.
- Collaborating with the Inclusion Manager to decide the action required to assist students to progress
- Working with the Inclusion Manager to collect all available information on nominated students
- To support the Inclusion Team in the development and review of Individual Learning Plans (ILP) for students with special educational needs as required and to be fully aware of the ILP targets for all relevant students
- Developing constructive relationships with parents
- To adhere to the Academy's Inclusion policy

**6. Arrangements for co-ordinating Inclusion and Special Educational Needs (ISEN) provision**

**6.1** The latest Code of Practice recognises the importance of the Inclusion Manager. The Inclusion Manager has a:

*'Key role in determining the strategic development of the SEN policy and provision in the Academy in order to raise the achievement of children with SEN.'*

- 6.2 SEND provision is an integral part of the Academy Development Plan and forms part of a coherent provision which will ensure that the needs of all students at this Academy are identified, assessed, supported and monitored. Every Academy Development Plan will contain a section which ensures that this key element within the Academy continually progresses, identifying resources and opportunities to support this. The Principal, Local Governors and Inclusion Manager will work closely to ensure that every student has the opportunity to develop her potential to her maximum. Under the direction of the Inclusion Manager, all staff, including Inclusion staff will work co-operatively together to ensure that every student's needs are fully met.

## **7. Admission arrangements**

- 7.1 The Academy shall ensure that students with SEND are admitted on an equal basis with others in accordance with its admissions policy.
- 7.2 Where a Local Authority proposes to name the Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting the student would be incompatible with the provision of efficient education for other students; and where no reasonable steps may be made to secure compatibility. In deciding whether a student's inclusion would be incompatible with the efficient education of other students, the Academy shall have regard to the relevant guidance issued by the Secretary of State to Academies. In the event of any disagreement between the Academy and the Local Authority over the proposed naming of the Academy in a statement, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the student may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final.
- 7.3 If a parent or guardian of a student in respect of whom a statement is maintained by the local authority appeals to SENDIST either against the naming of the Academy in the student's SEN statement or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 7 above, be substituted for the Secretary of State's decision.
- 7.4 Where the Academy has consented to be named in a student's statement of SEN, or the Secretary of State or SENDIST have determined that it should be named, the Academy shall admit the student notwithstanding any provision of this agreement.

## **8. Specialist SEN provision**

- 8.1.1 The Academy's Inclusion staff have expertise to identify and offer support or alternatively access support from outside agencies in the following:
- Dyslexia
  - Dyspraxia
  - Asperger's Syndrome
  - Emotional Behavioural and Social Difficulties (EBSD)
  - Attention Deficit Hyperactive Disorder (ADHD)
  - Hearing Impairment (HI)
  - Visual Impairment (VI)
  - Visual Stress Syndrome

- Speech, language or communication need
  - General learning difficulties
  - Specialist counselling
- This list is merely an illustration and does not limit the support which the Academy will provide.

## **9. Facilities for vulnerable students, those with SEN or who are disabled**

- 9.1 As far as possible, within the constraints that the building sets, the Academy will ensure that the needs of all students, staff and visitors are catered for, to ensure that all can participate in education of the very highest quality. Wherever possible, the accommodation will be adapted to ensure full access to every curriculum area, social and personal space. The Inclusion Department is freely accessible by those who are sensitive, vulnerable or 'in need'. While the Academy has specifically identified a number of impairments in the section above, the Academy will not be limited solely to the treatment of these. The Inclusion Department has the capacity and flexibility to enable professionals from a wide range of health agencies to assess and assist our students and their families in the most appropriate way.

## **10. Allocation of resources for vulnerable students or those with SEND**

- 10.1 The Belvedere Academy, in line with other Academies receives funding for students with special needs as follows:
- (a) A sum of money which covers teaching and curriculum expenses for all students, generated by the age and numbers of students. *(This element of funding is not just specific to SEN students).*
  - (b) A delegated SEN budget *(based on a Local Authority formula, and generated in part by numbers on the SEN Register)*, which covers in part, the additional support required.
  - (c) Standards Fund, allocated annually by the EFA. *(The SEN element is not separately identified within this funding).*
  - (d) Specific funds allocated to students with statements.
- 10.2 The Code of Practice recommends that 'it is good practice for the costs of the Inclusion Manager (or those parts of the post holder's work devoted to Inclusion Manager duties) to be set against the core or base budget of the Academy rather than against additional funds delegated to the Academy for the purpose of meeting the particular needs of children with SEN.' (5.35) The DfE states that 'core or base budget' refers to sources a and b above.
- 10.3 The Academy's budget allocation for SEN departmental capitation in the year 2013 to 2014 will be £1424. SEN/Inclusion staffing costs are accounted for separately.
- 10.4 The Local Governing Body ensures that resources are allocated to support appropriate provision for all students with special needs, meeting the objectives set out in this policy.
- 10.5 The Belvedere Academy follows guidance from the DfE to ensure that all students' needs are met.

## **11. Identification and review of student needs**

- 11.1 **Categories of Special Education Need** - The current Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that students' needs and requirements fall into four broad areas:

- Cognition and Learning e.g. Dyslexia
- Behaviour, emotional and social development e.g. EBD
- Sensory and/or physical E.G. Visual or Hearing Impairment

11.2 The SEN Code of Practice 2002 makes it clear that all teachers are responsible for identifying students with special educational needs and, in collaboration with the Inclusion Manager, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with special needs can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for special needs provision.

11.3 Four stages have been clearly identified in the current Code of Practice:

- Entitlement
- Academy Action
- Academy Action Plus
- Statutory Assessment

These four stages are explained in more detail later.

11.4 **Early identification** of students with special educational needs is a priority. The Academy will use appropriate screening and assessment tools, and ascertain progress through:

- Evidence obtained by teacher observation/ assessment from partner feeder schools, where appropriate.
- Students' performance in National Curriculum assessments, judged against level descriptions.
- Students' progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools, such as NFER Cognitive Ability Tests for verbal and non-verbal ability, WRAT4 for literacy baselines.
- All students will be screened for literacy difficulties in Year 7
- All students who join the academy after Year 7 will be screened for any learning difficulties.

11.5 **SEN Provision** - On entry to Belvedere Academy each student's attainment will be assessed in order to ensure continuity of learning from the primary or other school. For students with identified special educational needs, the Principal, the Inclusion Manager, Maths and English Curriculum Leaders and pastoral colleagues will:

- Use information from the primary or feeder school to shape the student's curriculum and pastoral provision, in line with the Code of Practice 2001.
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments to provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Communicate relevant information to teaching staff and non-teaching staff where appropriate.

11.6 **The main methods of provision** made by the Academy are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with specialist teaching or support staff
- In-class support with adult assistance
- Basic skills booster sessions
- Help for parents in contacting/arranging for specialist provision

11.7 **English as an additional language** - Particular care will be provided for students whose first language is not English. A list of students whose first language is not English is

constantly checked and where necessary updated. Staff will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It may be necessary to assess their proficiency in English before planning any additional support that might be required. The academy also works closely with outside agencies e.g. EMTAS to access appropriate resources/support.

11.8 **Monitoring student progress** - 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 behaviour
- Is likely to lead to Further Education, training, and/or employment

Where staff decide that a student's learning is unsatisfactory, the Inclusion Manager together with Key Stage Managers are the first to be consulted. The Key Stage Manager, Inclusion Manager and Department, and relevant teachers will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention, the Academy will consider requesting support via outside agency. Each of these intervention programmes is detailed in appropriate sections of this policy.

The Academy also recognises that parents have a right to request a Statutory Assessment and parents will be supported to access this highest level of support if deemed appropriate.

11.9 **Record Keeping** - The Academy will record the steps taken to meet students' individual needs. The Inclusion Manager will maintain the records and ensure access to them. In addition to the usual Academy records, the student's profile will include:

- Information from previous schools /phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Connexions Service
- Information about attendance

11.10 Teaching students with special needs is a whole-Academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having special needs, the Academy will intervene through Entitlement, School Action and School Action Plus as described below.

11.1 Entitlement - All students are entitled to an appropriately differentiated curriculum.

## 12. **School Action**

12.1 **School Action** is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the Academy decides, after consultation with parents, that a student requires additional support to make progress, the Inclusion Manager, in collaboration with staff, will support the assessment of the student and have an input in planning future support. Subject teachers will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

12.2 **Use of support staff within school action** - All staff have a responsibility in law to ensure that the needs of all students are met. To that end, students identified to require School Action support will receive help in a number of ways: by the provision of learning experiences which are different or in addition to the Academy's already differentiated curriculum, as part of either mainstream lessons or in an individual setting. SEN teachers and Learning Support Assistants may also be tasked to provide this additional support or more individualised work either within the normal classroom setting or by withdrawal to provide a more personalised approach. Individual Education Plans (IEP's) or Pastoral Support Plans (PSP's) will be produced for every student within School Action focussing on three or four individual targets (see section 12.4 below).

12.3 **Nature of intervention** - The Inclusion Manager in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to local authority support services for advice on strategies, equipment, or staff training

12.4 **Individual Learning Plans** - Strategies for students' progress will be recorded in an IEP (Individual Education Plan) containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from, or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parent.

- 12.5 **Reviewing ILPs** - ILPs will be reviewed at least once a year with an intention to review them more often e.g. termly, one of these coinciding with a Parents' Evening. The Academy will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will be actively sought. Wherever possible or appropriate, the Academy will involve students in this process.

### 13. **School Action Plus**

- 13.1 **School Action Plus** is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the Inclusion Manager after full consultation with parents at an ILP or PSP review undertaken within School Action. External support services will advise on targets for a new ILP or PSP and provide specialist inputs to the support process.
- 13.2 **School Action Plus intervention** will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:
- Still makes little or no progress in specific areas over a long period
  - Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
  - Continues to experience difficulty in developing literacy/numeracy skills
  - Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
  - Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
  - Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
- 13.3 **External support services** will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. Specialist health / education professionals may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting ILP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the Academy may well request direct intervention/support from a specialist/teacher.
- 13.4 **Request for statutory assessment** - The Academy will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Action Plus, a student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The Academy will have the following information available:
- The action followed with respect to School Action and School Action Plus
  - The student's Individual Learning Plans (ILPs)
  - Records and outcomes of regular reviews undertaken
  - Information on the student's health and relevant medical history
  - National Curriculum (NC) levels
  - Literacy/Numeracy attainments
  - Views of subject teachers and the pastoral support team
  - Other relevant assessments from specialists such as support teachers and educational psychologists
  - The views of parents
  - Where possible, the views of the student
  - Social Services/Educational Welfare Service reports

- Any other involvement by professionals

13.5 **A Statement of Special Educational Need** will normally be provided where, after a Statutory Assessment, the Local Authority considers the student requires provision beyond what the Academy can offer. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to a Statement. A Statement will include details of learning objectives for the student. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/ consultation
- Set out in an ILP
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

13.6 **Reviews of statements** - Statements must be reviewed annually, following information from the Local Authority at the beginning of each school year to the Principal of the students requiring reviews. The Principal will organise these reviews and invite:

- The student's parent(s)
- The student, if appropriate
- Relevant staff
- The Inclusion Manager
- A representative of the Local Authority (LA)
- Any other person the LA considers appropriate
- Any other person the Principal considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the ILP targets
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Connexions Service.

The Academy recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the principal will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN.

The Academy recognises that where a student with a Statement of SEN continues to attend after compulsory education, i.e. after age 16, the LA may decide to maintain the Statement until age 19.

## 14. **Access to the curriculum, information and associated services**

14.1 The Belvedere Academy is an inclusive learning community and will take all practical steps to ensure its environment, facilities, curriculum and working practices are accessible to all students, staff and visitors. It will do this by:

- Ensuring physical access to all curricular, pastoral and social areas, within the constraints of the building and by the provision of technology to enhance provision and performance, where appropriate
  - Actively modelling non-discriminatory and inclusive working practices for all, ensuring that disabled students, staff and visitors feel equal and important participants in the Academy's work.
- 14.2 All students, visitors and staff will be provided with appropriate, safe, respectful and suitably supported environments for all activities – e.g. teaching and learning, social, dining, sport and exercise, changing and personal hygiene.
- 14.3 We have adopted a whole Academy approach to our Inclusion and SEND policy and practice. Students identified as having special educational needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy.

## **15. Inclusion of vulnerable students, those with SEND**

- 15.1 It is appreciated that often students with special educational needs, or who are vulnerable have low self-esteem. All our staff are encouraged to deal positively and pro-actively with all students' needs and they appreciate this also needs patience and constantly reviewing the support they provide.

## **16. Evaluating the success of provision**

- 16.1 The success of the Academy's Inclusion and SEND Policy and provision is evaluated through:
- Monitoring of classroom practice by Inclusion Manager and subject co-ordinators
  - Analysis of student tracking data and test results
    - for individual students
    - for cohorts
  - Value-added data for students on the SEN Register
  - Consideration of each student's success in meeting ILP targets
  - Termly monitoring of procedures and practice by the SEN Governor
  - Academy self-evaluation
  - The LA SEN moderation process
  - The Academy Development Plan/Inclusion Development Plan
  - Close liaison with the pastoral support team and curriculum areas
- 16.2 We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.
- 16.3 In evaluating the success of this policy, the Academy will consider the views of:
- Teachers
  - Parents
  - Students
  - External professionals

## **17. Complaints procedure**

- 17.1 The Academy's complaints procedure is outlined in the current prospectus and further details are available from the Academy on request. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **18. Continuing Professional Development (CPD)**

- 18.1 All staff are encouraged to attend courses that help them to acquire the skills needed to work with students with special needs. These training and developmental needs will be clearly communicated to Senior Managers by the Inclusion Manager and will form an essential strand of the Academy's CPD programme. Part of the Inclusion Manager's role in Academy-based CPD is to develop awareness of resources and practical teaching procedures for use with all students with special educational needs. As a routine part of staff development, CPD requirements in special educational needs will be assessed. The Local Governing Body will undertake a similar review of training needs. Special Educational Needs support staff requirements in supporting students' needs will be considered frequently. Newly qualified teachers (NQTs) and staff new to the Academy will be given training on the Academy's Inclusion and SEND policy as part of their induction.

## **19. Links to support services**

- 19.1 The Academy recognises the important contribution that external support services make in assisting to identify, assess, and provide for, students with special needs. When it is considered necessary, colleagues from the following support services will be involved with our students:

- Educational Psychologists
- Medical officers/School Nurse
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Student Referral Service (PRS)
- SEN Support Service (SENISS)
- Educational Service for Physical Disability (ESPD)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Counselling Services, aimed at young people such as:
  - YPAS
  - CAMHS
  - Barnados
  - OK-UK

In addition, important links are in place with the following organisations:

- Other schools in Liverpool and beyond
- The Connexions Service
- Liverpool Universities and FE Colleges
- Local Authority departments
- Specialist services
- The business community
- Education Welfare Officer
- Social Services
- Friends of the Academy /PTA
- Other groups or organisations

## **20. Working in partnership with parents**

- 20.1 The Belvedere Academy firmly believes in developing a strong partnership with parents/guardians and that this will enable all our students with special educational needs to achieve their potential. The Academy recognises that parents and guardians have a unique overview of their child's needs and how best to support them, and that this gives them a key role in this partnership.

*'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'* (CoP 2.2)

- 20.2 The Academy will make available, to all parents of students with special needs, details of the parent partnership service available through Liverpool Education Department. The SEN Code of Practice outlines that *'Local Authorities should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)

## **21. The voice of the student**

- 21.1 The new Code includes a chapter on student participation.

*'Schools ...should show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.'*

- 21.2 *We believe that, as far as possible, all our students should be involved in making decisions where possible, right from the start of their education with us. The ways in which our students are encouraged to participate will reflect students' evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. We believe this will help to make confident students and young adults, who know that their opinions will be valued, who can practise making choices and will be more secure and effective students during their education with us.* (CoP, 3.6)

- 21.3 Students with SEN are invited to express their views on the provision they receive in the Inclusion Department through regular consultations such as questionnaires, and oral feedback during ILP reviews and focus group meetings as part of the Disability Access Scheme.

- 21.4 We will encourage students to participate in their learning by enabling them to be involved in representing their views on the Academy Council, feeding back to staff on their learning and by being involved in the design and development of new courses.

## **22. Links with other schools**

- 22.1 In normal circumstances students will transfer to us at two phases:

- Students at the end of Year 6 in primary schools. Each year 120 places will be offered to students who attend primary schools in the locality.
- Students at the end of Year 11, who wish to continue their education into our Sixth Form.

- 22.2 There are new statutory arrangements for Annual Review of students who have Statements in Y6 or at phase transfer c.f. CoP 5.66. For students in Y9 and beyond, the aim of the annual review ...is to

- (a) Review the student's Statement, and to

(b) Draw up and subsequently review the Transition Plan.

The annual review of the Statement held in Year 9 will involve the agencies that may play a major role in the student's life during the post-school years and **must** involve the Connexions service. It is the duty of the principal to draw up the transition plan. (CoP 9: 63 & 9:64)

## **24. References**

SEN and Disability Act 2001 [ [www.opsi.gov.uk/acts/act2001/20010010.htm](http://www.opsi.gov.uk/acts/act2001/20010010.htm) ]

Disability Discrimination Act 1995 SEN Code of Practice 2001:  
[ [www.teachernet.gov.uk/doc/3724/InclusionManagerdeOfPractice.pdf](http://www.teachernet.gov.uk/doc/3724/InclusionManagerdeOfPractice.pdf) ]

Education (SEN) (Information) (England) Regulations 1999:  
[ [www.opsi.gov.uk/SI/si1999/19992506.htm](http://www.opsi.gov.uk/SI/si1999/19992506.htm) ]

Education Act 1996, Section 316A:  
[ [www.parliament.the-stationary-office.co.uk/pa/ld200001/ldbills/003/01003--a.htm](http://www.parliament.the-stationary-office.co.uk/pa/ld200001/ldbills/003/01003--a.htm) ]

East Riding of Yorkshire Education Department. SEN framework

Staffordshire County Council Education Department. Framework for SEN policy

## **25. Review**

25.1 This policy will be reviewed annually and when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the ATB.

**Last Revised and Modified: March 2014**