

# SEND Information Report 2016-17

---

## **Who are the members of the Inclusion Team at the Belvedere Academy?**

- Julie Marshall (Inclusion Manager and Assistant Vice Principal)
- Kristine Thelen (Deputy Inclusion Manager and Specialist Teacher)
- Eve Gillies (Learning Support Assistant)
- Emmanuelle Luong (Learning Support Assistant)
- Chevaun O'Connell (Learning Support Assistant)
- Rachel Stoeter (Learning Support Assistant)
- Gabbie Hill (School Counsellor)

## ***How do we identify girls with SEND?***

We have a range of identification tools for the identification of SEND children. We use the data from Primary Schools as well as national test results such as MidYis here at the Belvedere Academy and our own internal literacy screening results. In addition, we use information from subject teachers and, importantly, information given to us from parents/guardians.

## ***How does the Inclusion Team inform parents/guardians if a student has SEND?***

We hold parental meetings which can be attended not only by members of the Inclusion team, but also by form tutors, subject teachers and/or Heads of School. We write to parents/guardians, detailing the type of need and intervention and we also speak to parents/guardians regularly over the phone.

## **How many students with SEND are currently on our roll?**

We have currently 885 girls on roll, of which 63 have been identified to have SEND. Out of these 63, two have got an Education, Health and Care Plan and one girl is currently being assessed for one.

## **What are the exam results of students with SEND?**

The Belvedere Academy has some of the best exam results in the city and we have the same high expectations towards all of our pupils – whether they have SEND or not. Last year, in 2015/16, a fantastic 69.2% of our students with SEND achieved A\* to C including English and Maths in their GCSE results.

## ***What strategies are used to support girls with SEND?***

We offer high quality, differentiated teaching in the classroom. Teaching students with SEND successfully is addressed by the whole of the academy, not just by the Inclusion Department. We have the highest expectations of all pupils. We put in place specific strategies to support pupils as suggested by Inclusion. We mentor students with SEND and have withdrawal groups. We have one-to-one Literacy and Numeracy sessions. We have breakfast clubs and enrichment activities available. Some girls are referred to additional Outreach Support. Parents/guardians receive three Grade Cards and one full report per year to inform them about the progress of their daughter.

For emotional issues, we have a school counsellor available. In order to promote positive mental health, we have various wellbeing initiatives. Individual targets are reviewed regularly and academic progress is discussed termly at Progress Meetings, led by Heads of School.

***How do we measure and evaluate progress of our SEND students?***

We carefully track and evaluate the progress of our SEND students through their:

- Grade cards
- Teachers' assessments
- Written reports
- Progress Meetings
- Feedback from subject teachers
- Scores from standardised tests
- Comparison with national data
- Overall progress against Keystage 2 data

***What arrangements are there for involving parents/guardians?***

Our department has an open-door policy. Parents/guardians are always welcome to approach us. We are flexible in having face-to-face meetings or to discuss issues over the phone. We are available on all parents' evenings.

***What support will there be for our students' overall wellbeing?***

We have a strong emphasis on a whole-school approach towards wellbeing and positive mental health. We have regular wellbeing days and we have assemblies that specifically address ways to a healthy, happy life-style. We also have an extensive enrichment programme, we have a school counsellor and we offer workshops via the PSHE Coordinator. The views of our students will always be listened to and taken seriously. We involve outside agencies for additional emotional support and expertise (e.g. external counselling services and CAMHS). We give 'Time Out Passes' to students who need a break from lessons during the day. We also have in place the SHARP (student help advice reporting page) system, which is based on the academy's intranet. This can be used to offer girls a support mechanism to report any areas of bullying or other safeguarding concerns. Recently, a peer mentoring scheme has been introduced here to give additional to our students' emotional wellbeing. The training for it was conducted by one of our partner agencies, Merseyside Youth Association. Our students also have weekly access to our school nurse for any kind of medical advice.

***How do we support our SEND students in moving towards adulthood and the next stage of her education?***

We get the students in touch with our independent careers advisor here at school. This can be accessed by parents/guardians, too. We offer a comprehensive PSHE programme on life skills. We provide all our SEND students with guidance and support from the Inclusion Department to make informed and sensible option and career choices. Form teachers and subject teachers are also involved in the guidance of our SEND students to ensure that they can achieve in the world of work as much as here at the academy.

***What arrangements are in place for consulting your daughter and involving her in her education?***

The views of our students are always sought through questionnaires and individual conversations. All staff in the Belvedere Academy are here to support our students and part of this means to be approachable and supportive at all times.

***How will the curriculum be matched to the needs of students with SEND?***

The teacher will always plan the lessons with the needs of all students in the classroom in mind. Specially trained support staff can support your daughter in the lessons. In addition, specific resources and strategies will be used to support SEND students individually and in groups. A personalised timetable is sometimes possible to support a student. We take advice from external agencies, who support regularly some of our vulnerable students.

***What expertise and training do our staff have?***

All members of the Inclusion Department are highly qualified and we all receive regular training to update and extend our knowledge and expertise.

***How is a student with SEND able to engage with others?***

The Belvedere Academy is an inclusive school that ensures all girls can work and socialise together throughout the school day. During our fantastic enrichment programme during lunchtimes and after school, students of all ages and abilities mix to engage in gratifying and rewarding activities that suit everybody's interests.

***How does the school involve other agencies if a student is not making the necessary progress?***

If a student's additional needs cannot be met despite all efforts here, then a referral to outside agencies (e.g. CAMHS, Educational Psychology Services, Outreach Support, Speech and Language Services) will be made. We have a strong working relationship with many different outside agencies. Any intervention is monitored carefully. Any intervention strategies from outside agencies are shared with subject teachers. We can apply for an Education Health and Care Plan (EHCP) for severe and complex needs. Parents are involved at all stages of the process and meetings will be held regularly.

***Where can further information be found?***

More information about how we support students with SEND can be found on the Local Education Authority's website, where you can have a look at our [Local Offer](#). Our [SEND Policy](#) can be found on our website. Alternatively, you can ring the Belvedere Academy and ask to speak to either Mrs. Marshall or Ms Thelen on 0151 727 1284.

***Updated December 2016***