
Belfairs Academy



SEND Information Report

September 2018

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At Belfairs Academy we have a wide and varied cohort with nine percent of the students supported on the SEND register. We support students in the four broad areas of SEND:

1. **Communication and Interaction**
2. **Cognition and learning**
3. **Social, Emotional and Mental Health**
4. **Sensory and/or Physical**

	SEN Support	EHCP	Total
Year 7	23	4	27
Year 8	17	5	22
Year 9	21	3	24
Year 10	13	7	20
Year 11	23	7	30
P16	2	0	2
Totals	99	27	126

- ❖ Belfairs Academy SEND register is 9% of the cohort about 6% less than national average (15%) and 3% smaller than Southend (12%)
- ❖ Our EHCPs at 2.6% are slightly lower than Southend (3.2%) but in line with National average (2.8%)

Social, Emotional and Mental Health	34
Communication and Interaction	21
Physical and sensory	9
Cognition and Learning	62

Tracy Foster is the SENCo at Belfairs Academy she can be contacted by email at enquires@belfairs.southend.sch.uk or by phone 01702 509000. She heads a dedicated team with Jo Long as her Assistant SENCo and 13 Co-Educators, a Phono-Graphix trained Reading Therapist, Transactional Analysis instructor, Brailist and a qualified Counselling team.

Mrs Foster



Mrs Long



At Belfairs Academy students are assessed and monitored regularly. A 360 degree form is used by staff to investigate barriers to learning for students and from this information and through consultation with students and their parents, a decision is made whether a student needs additional support from Targeted Services.

Additional support is provided in a variety of ways, depending on the individual needs of the student. We provide in-class support, enrichment at the beginning and end of the school day and targeted 1-1 support for those students with more complex needs. We also provide homework support and social clubs during break, lunch times and after school to help students develop their social skills and confidence in a supported environment.

Students who receive additional support are monitored and reviewed twice a year to measure their progress towards outcomes. They are consulted and their views are recorded. Information is gathered from a variety of places including parents/guardians, outside agencies if appropriate, academy data, teachers and pastoral staff. This information is then shared with the student, their parents/carers and the student's teachers.

On transition into the academy there is close liaison with our surrounding junior schools and SEND students have the opportunity to come into school in small groups to experience workshops and meet key staff. We recognise the importance of smooth transitions and plans are made according to the individual needs of the student.

Moving on from Belfairs is equally important and we liaise with further education providers and support students with applications and interviews to enable them to continue with their education at an appropriate placement. Transitional reviews also take place at all Key Stage transitions where the students and their parents are consulted and advised about option choices, further training and education.

All students at Belfairs Academy have quality first teaching and for those where additional adaptations are required the class teacher and Targeted Services team work closely together to ensure information and strategies are shared. Work is differentiated where appropriate so that students can be independent in their learning. The ethos of the classroom facilitates students to be confident and seek help when needed.

The academy is fully accessible to all students via lifts, ramps and appropriate signage. All new staff receive training with the SENCo and SEND strategies form a regular part of the Continual Professional Development of all staff. Training on SEN needs and students takes place every term, new staff are invited however this training is available to all staff.

The SENCo also runs clinics throughout the year; there might be a focus on a particular SEND need or strategy such as the use of the 360 SEND information is sent out at the beginning of each half term and before Progress evening; information and strategies are included in the document.

The SENCo has an open door policy to all inquiries or concerns around SEND needs, students or strategies.

Targeted Services staff as well as Student Well-Being Managers and College Leaders regularly liaise with staff from outside agencies, whether it is through a Team Around the Child approach or written reports to ensure students are supported holistically.

At Belfairs all students are encouraged and supported to develop extra-curricular skills and students with additional needs continue to play an active role in sports and performance as well as the Duke of Edinburgh Awards.

Belfairs Academy has an extensive pastoral team consisting of College leaders, Well Being Managers and qualified counsellors; we are committed to developing and improving the emotional and social development of our students.

Belfairs Academy works hard to promote a caring ethos whereby staff and students work together to create a safe and caring environment for all students. SEN students may be vulnerable to bullying and Belfairs Academy have clear processes in action to avoid all types of bullying including online (through the use of social networking), physical, verbal, racist, homophobic, and religious.

All staff including admin, teachers and Co-Educators are encouraged to report any bullying concerns either heard about or witnessed.

Well-being managers are on hand to investigate and deal with any reports of bullying, following a set practice for investigating, recording and dealing with incidents.

Parents of the bully and the bullied student could be informed and sanctions put in place.

Assemblies regularly raise awareness of bullying highlighting causes and effects and the consequences of such behaviour.

Assemblies may also have a focus of raising awareness of vulnerable students to bullying such as autistic students, these assemblies work to foster an anti-bullying ethos around the school and encourage students to report any incidents they witness or experience.

Online safety is also promoted during ICT lessons, tutorials and during assemblies.

Interventions such as Transactional analysis or counselling may also help prevent bullying by providing strategies for dealing with situations and working to promote empathy in all students.

Arrangements for supporting children and young people who are looked after by the local authority and have SEN'.

Tracy Foster is the Designated Teacher for Looked After Children at Belfairs Academy, and is supported by the team of Well-Being Managers. The children receive in-class support from Co-educators and regular PEP meetings and LAC reviews.

Other interventions such as support in Step-Up, Transactional Analysis or counselling may be offered depending on the need of the student.

Resources are discussed at meetings and provided to support academic progress, e.g. subject specific revision materials, extra mentoring and support and Targeted Booster sessions after school.

In September 2014 a new Special Educational Needs Code of Practice came into effect. From this time Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs or Disabilities. (SEND)

The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Further information on what is available from Southend Borough Council can be found at www.southendinfopoint.org

Belfairs Academy provides details of the resources, interventions etc. that we provide to support children with SEND. In addition, Belfairs Academy staff work closely with outside agencies and other professionals, acting on their advice and strategies where they are involved with our students.

If you would like further information about what we offer then please do not hesitate to contact our SENCo, Tracy Foster, directly.

Belfairs Academy SENCo has met with Local Authority staff for advice, consulted parents and students and taken on board their views. This is a living document and will change to reflect our cohort.

Communication and interaction needs:

	Provision	Criteria
Speech, language and communication needs	<p>Access to support and advice from a Speech Therapist - obtained through the Early Help Family Support Assessment (EHFSA)</p> <p>Access to support and advice from the specialist Speech and Language Teacher at the Speech and Language Unit</p> <p>ELKLAN trained Co-Education</p>	Students who have been identified as having speech and language difficulties
Autistic Spectrum Disorder (including Asperger's Syndrome and autism)	<p>Access to support and advice from the St Christopher's special school who have expertise in ASD</p> <p>Social Stories</p> <p>Use of Time out cards</p> <p>Access to a Peer Mentor or an identified Co-Educator</p> <p>Access to the Educational Psychologist – through the completion of an EHA</p> <p>Homework Club</p>	Students who have been diagnosed with an Autistic Spectrum disorder

Cognition and Learning Needs:

	Provision	Criteria
Mild and Moderate Learning Difficulties	<p>Screening Programmes to identify those who need targeted support</p> <p>Interventions – group and individual support</p> <p>In-class support</p> <p>Peer Mentors</p> <p>Phono-Graphix Programme</p> <p>Homework Club</p>	Students who are identified to be working well below their peers nationally or below the 10 th percentile
Specific Learning Needs (e.g. dyslexia and dyspraxia)	<p>Dyslexia Screening Programme and further assessment to devise a bespoke programme of study</p> <p>Interventions- group or individual</p> <p>In-class support</p> <p>Assistive technology</p> <p>Dyslexia workshops</p>	Students who have been diagnosed with Specific Learning Needs

Social, Emotional and Mental Health Needs:

	Provision	Criteria
Emotional needs	<p>Access to Wellbeing managers</p> <p>Access to school counsellor</p> <p>Access to specialist support from the parallel learning trust</p> <p>Transactional Analysis</p> <p>Peer mentor</p> <p>Self-esteem workshop</p>	Students whose emotional needs are having a negative impact on their development and/or academic progress
Mental health and wellbeing	<p>Access to school counsellor</p> <p>Access to EWMHS (Emotional Wellbeing Mental Health Service) through the EHFA dependent on meeting their criteria</p> <p>Liaison with health professionals where appropriate</p> <p>Access to the school nurse</p>	Students whose mental health is having a negative impact on their development and/or academic progress.
Social Needs	<p>Peer Mentor</p> <p>Joined up working with Social Care and other outside agencies dependent on need and meeting the agencies access criteria (some services can only be accessed through the completion of an EHFA)</p>	Students whose social skills are having a negative impact on their development or academic progress.

Sensory and Physical Needs:

	Provision	Criteria
Hearing impairment	<p>Access to a specialist teacher for the hearing impaired based at Kingsdown School</p> <p>Physical environment audit</p>	Students with a diagnosed hearing impairment
Visual impairment	<p>Access to a specialist teacher for the visually impaired based at Kingsdown School</p> <p>Physical environment audit</p> <p>Specialist equipment</p> <p>Adapted resources</p> <p>Kindles</p> <p>Braille rooms</p>	Students with a diagnosed visual impairment
Physical impairment	<p>Reasonable physical adjustments</p> <p>Access to support and advice from Physiotherapist and Occupational Therapist</p> <p>Use of lifts where appropriate</p>	Students with a diagnosed physical impairment

Medical:

	Provision	Criteria
This can encompass many things and will be dependent on the needs of the individual child	Access to school nurse Individual care plan Medical room Secure storage for medication	Students with a diagnosed medical condition

Mediation and Dispute resolution arrangements

The Local Authority will provide independent mediation and dispute resolution for parents and young people on request

Mediation arrangements will be provided for parents and young people before a possible appeal to the Tribunal Disagreement resolution arrangements cover all children and young people with SEN, not just those who are being assessed for or have an EHC Plan.

Information Advice & Support Service

01702 215499/ 01702 534793 / iass@southend.gov.uk