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# Belfairs Academy



## **SEND Information Report**

September 2016

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Applicable to	Belfairs Academy
Author	SENCO
Checked by	Principal
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At Belfairs Academy we have a wide and varied cohort with ten per cent 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	18	2	20
Year 8	12	8	20
Year 9	24	6	30
Year 10	14	9	23
Year 11	20	6	26
Totals	88	31	119

- ❖ Belfairs SEND register is about 5% less than national average (15%) and 2% smaller than Southend (12%).
- ❖ Our EHCPs are slightly lower than Southend (3.2%) but higher than National average (2.8%).

Social, Emotional and Mental Health	19%
Other Difficulty/Disability	1%
Autistic Spectrum Disorder	7%
Visual Impairment	5%
Hearing Impairment	4%
Speech, Language and Communication needs	8%
Moderate learning Difficulty	32%
Specific learning Difficulty	22%

Tracy Foster is the SENCo at Belfairs Academy and she heads a dedicated team with Jo Long as her Assistant SENCo and 20 Co-Educators, a Phono-Graphix trained Reading Therapist, Transactional Analysis instructor, Assessment Manager, Brailist and a qualified Counselling team.

At Belfairs Academy students are assessed half termly in addition to having their reading and spelling abilities tested annually. 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, interventions 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. They are consulted and their views are recorded. 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 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.

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.

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. (SEN)

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](http://www.southendinfopoint.org)

Included as part of these changes to the Code of Practice the main areas of SEN will be slightly altered and will encompass the following four broad areas:

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

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. The is a living document and will change to reflect our cohort.

		Provision Available	Criteria
Communication and Interaction Needs	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>• Access to support and advice from a Speech Therapist – obtained through the Early Help Family Support Assessment (EHFSA)</li> <li>• Access to support and advice from the specialist Speech and Language Teacher at the Speech and Language Unit</li> <li>• ELKLAN trained Co-Educator</li> <li>• Social Skills Group</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have been identified as having speech and language difficulties.</li> </ul>
	Autistic Spectrum Disorder (including Asperger's)	<ul style="list-style-type: none"> <li>• Access to support and advice from the St Christopher's special school who have expertise in ASD</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have been diagnosed with an Autistic Spectrum disorder.</li> </ul>

	Syndrome and Autism)	<ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Use of Time out cards</li> <li>• Access to a Peer Mentor or an identified Co-Educator</li> <li>• Access to the Educational Psychologist – through the completion of an EHA</li> <li>• Social Skills Groups</li> <li>• Homework Club</li> </ul>	
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		<b>Provision Available</b>	<b>Criteria</b>
Cognition and Learning Needs	Mild and Moderate learning Difficulties	<ul style="list-style-type: none"> <li>• Screening Programmes to identify those who need targeted support</li> <li>• Interventions – group and individual support</li> <li>• In-class support</li> <li>• Peer Mentors</li> <li>• Phono-Graphix Programme</li> <li>• Homework Club</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have been identifies as working at least 4 fine grades below their peers or below the 10<sup>th</sup> Percentile</li> </ul>
	Specific learning Needs (e.g. dyslexia and dyspraxia)	<ul style="list-style-type: none"> <li>• Screening Programme and further assessment to devise a bespoke programme of study</li> <li>• Access to the educational Psychologist – through the EHA</li> <li>• Interventions- group or individual</li> <li>• In-class support</li> <li>• Assistive technology.</li> <li>• Lexia Literacy programme</li> <li>• Dyslexia workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have been diagnosed with Specific Learning Needs.</li> </ul>

		<b>Provision Available</b>	<b>Criteria</b>
Social, Emotional and Mental Health Needs	Emotional Needs	<ul style="list-style-type: none"> <li>• Access to Well-Being Managers</li> <li>• Access to specialist support from Seabrook College</li> <li>• Transactional Analysis</li> <li>• Peer Mentor</li> <li>• Self-Esteem workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Students whose emotional needs are having a negative impact on their development and/or academic progress.</li> </ul>
	Mental Health and Wellbeing	<ul style="list-style-type: none"> <li>• Access to school counsellor</li> <li>• Access to EWMHS (Emotional Wellbeing Mental Health Service) through the EHFSa dependent on meeting their criteria</li> <li>• Liaison with health professionals where appropriate</li> <li>• Access to the school nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Students whose mental health is having a negative impact on their development and/or academic progress.</li> </ul>
	Social Needs	<ul style="list-style-type: none"> <li>• Social Skills Group</li> <li>• Peer Mentor</li> <li>• Joined up working with Social Care and other outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Students whose social skills are having a negative impact on their development or academic progress.</li> </ul>

		dependent on need and meeting that agencies access criteria. <ul style="list-style-type: none"> <li>• (some services can only be accessed through the completion of an EHA)</li> </ul>	
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		<b>Provision Available</b>	<b>Criteria</b>
Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> <li>• Access to a Specialist Teacher for the Hearing Impairment based at Kingsdown School</li> <li>• Physical environment audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with a diagnosed hearing impairment.</li> </ul>
	Visual Impairment	<ul style="list-style-type: none"> <li>• Access to a specialist Teacher for the Visually Impaired based at Kingsdown School</li> <li>• Physical Environment Audit</li> <li>• Specialist equipment</li> <li>• Braille room</li> <li>• Adapted resources</li> <li>• Kindles</li> </ul>	<ul style="list-style-type: none"> <li>• Students with a diagnosed visual impairment.</li> </ul>
	Physical Impairment	<ul style="list-style-type: none"> <li>• Reasonable physical adjustments</li> <li>• Access to support and advice from Physiotherapist and Occupational Therapist</li> <li>• Use of lifts where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Students with a diagnosed physical impairment.</li> </ul>

		<b>Provision available</b>	<b>Criteria</b>
Medical	This can encompass many things and will be dependent on the needs of the individual child.	<ul style="list-style-type: none"> <li>• Access to school nurse</li> <li>• Individualised Care Plan</li> <li>• Medical Room</li> <li>• Secure storage for medication</li> </ul>	<ul style="list-style-type: none"> <li>• Students with a diagnosed medical condition.</li> </ul>

#### **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.

#### **Useful links**

New Code of Practice  
 Southend on Sea Conversion Plan  
 Belfairs Academy SEN Policy