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# Belfairs Academy



## **SEND Information Report**

September 2023

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At Belfairs Academy we have a wide and varied cohort with 10% 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**

	<b>SEN Support</b>	<b>EHCP</b>	<b>Total</b>
<b>Year 7</b>	25	4	29
<b>Year 8</b>	34	6	40
<b>Year 9</b>	29	5	34
<b>Year 10</b>	22	7	29
<b>Year 11</b>	20	2	22
<b>P16</b>	4	0	4
<b>Totals</b>	134	24	158

- The number of students with EHCP has risen over the last 5.
- **Breakdown of primary need**

<b>Social, Emotional &amp; Mental Health</b>	38
<b>Specific Learning Difficulty</b>	40
<b>Speech, Language &amp; Communication needs</b>	24
<b>Autistic Spectrum Disorder</b>	11
<b>Moderate learning Difficulty</b>	12
<b>No Specialist Assessment</b>	20
<b>Physical Disability</b>	3
<b>Other</b>	5
<b>Sensory Impairment</b>	3

Tracy Foster is the SENCo at Belfairs Academy. She can be contacted by email at [enquiries@belfairsacademy.org.uk](mailto:enquiries@belfairsacademy.org.uk) or by phone 01702 509000. Mrs Foster holds the National SENCo qualification and heads a dedicated team with Jo Long as her Assistant SENCo and 6 Co-Educators, and 2 qualified Counsellors.

**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 along with academy held data; and from this information and through consultation with students and their parents, a decision is made whether they need 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, 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 regularly to measure their progress towards outcomes with an Assess, Plan, Do, Review system. They are consulted and their views are recorded. Information is gathered from a variety of sources 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 an invitation 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 independent, seeking 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 SEND 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 Assessment or Dyslexia.

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 enquiries or concerns around SEND needs, students or strategies.

Targeted Services staff, Student Well-Being Managers and Year 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 through our enrichment program and students with additional needs continue to play an active role in sports and performance as well as the Duke of Edinburgh Awards, Excellent Student process and Ambassador Team.

Belfairs Academy has an extensive pastoral team consisting of Year leaders, Well Being Managers, Enrichment Leaders and qualified counsellors; we are committed to developing and improving the emotional and social development of our students. We also work with the NHS Educational Mental Health Practitioners who support students 1 to 1 and in groups and provide staff training and advice.

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. SEND students may be vulnerable to bullying and Belfairs Academy have clear processes in place 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 the Tutor Program, ICT lessons, and during assemblies. Interventions such as our Peer mentor system 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 SEND.**

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.

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.

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 <https://livewellsouthend.com>

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 available:	Criteria:
<b>Speech, Language and Communication Needs</b>	<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 ELKLAN trained Co-Educator.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have been identified as having speech and language difficulties.</li> </ul>
<b>Autistic Spectrum Disorder (including Asperger's Syndrome and Autism)</b>	<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> <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 parent consent form.</li> <li>• Homework Club</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have been diagnosed with an Autistic Spectrum disorder.</li> </ul>

Cognition and Learning Needs		
	Provision available:	Criteria:
<b>Mild Learning Difficulties</b>	<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>• Homework Club</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are identified to be working well below their peers nationally or below the 10<sup>th</sup> percentile</li> </ul>
<b>Specific learning Needs (e.g. dyslexia and dyspraxia)</b>	<ul style="list-style-type: none"> <li>• Screening program and further assessment to devise a bespoke program of study</li> <li>• Access to the educational Psychologist – through parental consent forms</li> <li>• Interventions- group or individual</li> <li>• In-class support</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have been diagnosed with Specific Learning Needs.</li> </ul>

Social Emotional and Mental Health Needs		
	Provision available:	Criteria:
<b>Emotional Needs</b>	<ul style="list-style-type: none"> <li>• Access to Well-Being Managers</li> <li>• Access to specialist support from external agencies</li> <li>• Peer Mentor</li> <li>• Self-Esteem workshop</li> <li>• Counselling</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>
<b>Mental Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Access to school counsellor</li> <li>• Access to EWMHS (Emotional Wellbeing Mental Health Service) through the EHFA dependent on meeting their criteria</li> <li>• Liaison with health professionals' where appropriate</li> <li>• Access to the school nurse</li> <li>• Peer Mentor</li> <li>• Joined up working with Social Care and other outside agencies dependent on need and meeting the agency access criteria. (some services can only be accessed through the completion of an EHFA)</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> <li>• Students whose social skills are having a negative impact on their development or academic progress.</li> </ul>

Sensory and Physical Needs		
	Provision available:	Criteria:
<b>Hearing Impairment</b>	<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>
<b>Visual Impairment</b>	<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>• Adapted resources</li> <li>• Kindles</li> </ul>	<ul style="list-style-type: none"> <li>• Students with a diagnosed visual impairment.</li> </ul>
<b>Physical impairment</b>	<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>



Medical		
	Provision available:	Criteria:
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.

### **Information Advice & Support Service**

**01702 215499/ 01702 534793**

[iass@southend.gov.uk](mailto:iass@southend.gov.uk)

### **Other useful policies:**

- Legra Code of Conduct Policy
- Safeguarding Policy
- Equality Policy
- Belfairs Academy SEN Policy