



Dream Believe Achieve

# SEN Information Report

Signed by Chair of Governors

Jon Reades

Date ratified by Governors

March 2024

Date to be reviewed by Governors

March 2025

## **SEN Information Report**

### **Our Approach as a school**

We are a special school in every sense of the word. Our dedicated staff are passionate about providing the best possible opportunities and education for all of our students and staff. Our students are unique and we work hard to understand ways to support and guide them on an individual basis. We celebrate difference, we challenge ourselves and the students, we resolve conflict and we have high expectations about student behaviour, relationships and attainment.

Many of our students arrive at Belmont Park and exhibit very challenging behaviour and they have often found it difficult to cope in mainstream settings. A few students may have been out of education entirely for a significant amount of time. Others will have had early schooling experiences that were chaotic or fragmented, and may fall behind their peers academically. These experiences can result in self-esteem issues and anti-social behaviour. When a student comes to Belmont Park we see it as an opportunity to turn their lives around; they all have the right to achieve, and we believe that every parent and carer has the right to expect that we will do our very best for their child. We work in partnership with parents, carers and other professionals to help our students make positive choices and changes which will serve them better in their future life. We take pleasure from seeing them grow and progress in all aspects of their lives.

We have clear rules, expectations and consequences for everyone who works and learns at Belmont Park School through these we support our students in taking responsibility for their behaviour and its consequences. They learn to put things right when they go wrong, and they also learn the value of tolerance and respect, both for themselves and for others. This helps them to build positive relationships both now and in the future.

By doing all of this during the time our students are with us, we develop their academic and personal skills, and help them to develop the confidence that will enable them to be responsible adults, who are in employment with secure and happy relationships, and able to contribute positively to the wider community.

### **Legislation and Guidance**

The information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014) and the following legislation.

- Part 3 of the Children and Families 2014 which sets out schools responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014 which sets out our school' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

As a special school in Waltham Forest in Waltham Forest we are commissioned by the London Borough of Waltham Forest to support many of the pupils in receipt of an EHCP. This allows us to provide high quality teaching and additional interventions that are defined through our person centred planning approach across the school contributing to our provision management arrangements.

These processes help us to regularly review and record what we offer all pupils in our care and what occasionally as stated within Section F of their EHCP.

All teachers are responsible for every pupil in their classroom, including those with special educational needs.

### **Belmont Park School Universal Offer**

Every pupil attending Belmont Park School will be provided with:

- A place of learning where everyone feels physically and emotionally safe and secure.
- A nurturing approach and therapeutic milieu across the school
- Constant positive regard.
- Small classes – no more than pupils.
- High adult-pupil ratio.
- Quality of Teaching.
- A broad, balanced curriculum, including many enrichment opportunities.
- Personalised learning including 1:1 Additional Learning Support (ALS).
- Highly trained teachers and support staff who understand the emotional aspect of learning and the difficulties our pupils face.
- Highly trained staff who will support all pupils in their personal and academic development.
- Quality careers information and guidance.
- Equal access and opportunity for all.
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### **Further Interventions**

There are times when a pupil may need intervention and support that is additional and different to the universal offer. Should this need arise then an Individual Intervention Plan (IIP) will be created in conjunction with Parents/Carers, senior teachers and any other relevant people. In most cases there will be a graduated approach to intervention could include:

- Visual timetable.
- Alternative teaching approaches.
- Learning support materials.
- Additional Learning Support (ALS).
- 1:1 support.

- Bespoke timetable.
- Referrals to other support professionals eg. Speech and Language
- Further diagnostic assessment eg. Dyslexia.
- Therapeutic Support/Counselling.
- Speech and Language support.
- Occupational Therapy.
- Access to school nurse.
- Family Support/Counselling
- Access to School Counsellor.

Each IIP will be the responsibility of a lead professional who will ensure that the interventions planned are implemented. A review date will be set when the plan is created and success criteria will be agreed against which the effectiveness of the interventions can be measured. Parents/carers will be involved throughout the process.

### **Admissions**

Consultations for admission to the school are made via the Waltham Forest SEN Team. An Admissions Panel considers the applications and priority is given to pupils within the school area. The pupils on roll will require an EHCP of Special Educational Needs pupils aged 10 – 18 will be admitted to the school.

The Local Authority (LA) will contact Belmont Park School and send over the pupil's EHCP if Belmont Park School feel they can meet the pupil's needs the pupil and Parent/Carers will be invited to an Admissions Meeting. This usually carried out by a member of the Senior Leadership Team (SLT). The pupil and Parent/Carers will be shown around the school and will have the chance to see classrooms, facilities and meet the other pupils and staff. During the Admissions Meeting the member of staff conducting the show around will explain how the school operates and will answer any queries or questions the pupil and/or Parents/Carers have if both the school, parents/carers and pupil feel Belmont Park is the correct setting for them, a transition plan will be put in place for the pupil to start as soon as possible. When the pupil starts Belmont Park School initial assessments will happen during the pupil's transition period. These assessments will include a baseline assessment of the pupil's literacy and numeracy skills and working memory.

### **SEN and Disabilities SEND needs**

Even though we are a setting to meet the wider needs of pupils with SEMH we also support other various SEND.

Many of our pupils have a complex range of additional needs. We have significant number of pupils with ASD and ADHD. We also provide for pupils whose needs, in addition to SEMH

difficulties include medical needs, specific learning difficulties and Foetal Alcohol Spectrum Disorder (FASD)

All staff are provided with training to ensure they are able to meet the individual needs of pupils, in order to provide high quality support and education to all pupils. Staff are encouraged to request training if they feel they need support with different areas.

### **Co-producing with Pupils and their Parents/carers**

Involving Parents/Carers and pupils in the dialogue to central to our approach and we do this though.

- Review Meetings.
- Parent Groups
- Parents Evenings
- IIP Meetings and Reviews

### **Assessing and Reviewing Pupils Progress towards outcome.**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

**Review** \_\_\_\_ **Assess**

**Do** \_\_\_\_\_ **Plan**

The class or subject teacher will work with SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- The previous progress and attainment and behaviour.
- Other teachers' assessments where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of Parent'/Carers.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that

are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting Pupils moving between phases and preparing for Adulthood (PFA)**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with Parents/Carers and pupils which information will be shared as part of this.

### **Staff Development and Qualifications.**

The Senior Leadership Team (SLT) has years of experience across a range of different settings including mainstream, alternative provision and special schools.

We have a team of experienced Learning Support Assistants (LSAs)

Belmont Park School is highly committed to on-going training of staff. All staff training is tracked ensuring it is up to date and statutory duties are met.

All staff have clear job descriptions which detail the required qualifications for each post in the school. All staff have a core training programme related to their work – details of this are in our SEN policy. Training is specifically related to the needs of pupils in our school and also as required statutory guidance.

Other staff continue to gain a range of certificates to mark their commitments to courses such as Prevent, Paediatric First Aid and Team Teach.

We are committed to developing the on-going expertise of our staff. STAFF DEVELOPMENT.

Considerable thought, planning and preparation go into utilising our support staff to ensure pupils achieve the best outcomes, including gaining independence and PFA from the earliest possible age. All teaching staff have yearly performance management, the process informs that training needs our staff require and the SENCO/SLT analyse any areas of development that are specifically related to SEN.

Our Teaching Assistants, support teachers and support staff help pupils with their educational and social development, both in and out of the classroom. Initially LSAs are deployed to classes based on their own skill set however during their time at Belmont Park School, support staff have the opportunity to work with different age groups which not only develops staff professionally but helps build relationships with pupils which is a crucial aspect of their role.

### **Pastoral and Extended-Curricular Opportunities**

Belmont Park School aim to be available to support you and your children when difficulties arise over behaviour or other concerns at home or school.

At Belmont Park School we pride ourselves on the excellent pastoral care and support we provide, ensuring that every member of our school community feels physically and

emotionally safe in order that all students thrive and develop into confident, hardworking respectful and ambitious young people.

Our strong pastoral support include School Counsellor and Therapeutic Support for CLA pupils. We cater to the individual needs of each and every pupil at Belmont Park School.

We also offer a wide-range of extended-curricular opportunities such as:

- A range of school trips.
- Enrichment activities - Horticulture, Wildlife & Conservation Food Technology, Swimming Horse-riding
- Sports and Fitness – boxing football tournaments, basketball, athletics, ice skating, sporting days and matches against other schools.
- Residential visits.

### **School External Partnerships and Transition Plans**

Belmont Park School works closely with a number of external partnerships and feels external partnership work is vital to fully meet pupils' needs Belmont Park School works alongside.

- Educational Psychologist
- Speech and Language
- CAMHS
- Local Authority
- School Nurse
- Social Care
- Educational Welfare Service
- Youth Offending Service
- Early Help
- Children's Services
- Speech and Language
- Safe School Officers

We closely monitor pupils and destination data and work with destinations to support the transition of the pupil. Careful social stories, interventions and visits take place throughout the year to ensure pupils are fully aware and ready for the move.

### **Evaluation of Effectiveness**

Our strategic plans for developing and enhancing SEN provision in our school next year allows the SENCO/SLT to evaluate the quality of provision across the curriculum. This is completed by planned lesson observations, learning walks, learning and behaviour forums with pupils, evaluation of data, pupils and Parent/Carers feedback and collaboration and how this impacts on development.

In addition, we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing the impact of interventions after 6 or 12 weeks.

- Monitoring by the SENCO/Headteacher.
- Holding Annual Reviews for pupils with statements of SEN or EHC plans.

### **Enabling Pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged take part in residential trip(s).

All pupils are encouraged to take part in sports day/school plays special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for Improving Emotional and Social Development**

We provide support for pupils to improve their emotional and social development.

We have a zero-tolerance approach to bullying.

### **Complaints**

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred in accordance with the school's complaints policy.

The Parent/Carers of pupil with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe Belmont Park has discriminated against their children. They can make a claim about alleged discrimination regarding

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments including the provision of auxiliary aids and services.

If you have a complaint regarding aspects of your child's EHCP then you should discuss this directly with London Borough of Waltham Forest by contacting the SEN Team on 0208 496 3000.

### **Relevant School Policies underpinning the SEN Information Report Include:**

- SEN Policy
- Assessment and Marking Policy
- Equal Opportunities Policy
- Accessibility Plan

### **Legislative Acts taken into account when compiling the report include:**



- Children and Families Act 2018
- Equality Act 2010
- Mental Capacity Act 2005