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| BELVUE SCHOOL |
| SEN - Information Report |
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At Belvue School, we ASPIRE to provide the best education through:

 **A**cademic excellence

 **S**upport, nurture and therapeutic care

 **P**ersonalised pathways

 **I**ndependence life and work skills

 **R**espect for all

 **E**nrichment and celebration

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| **All schools must aim to meet the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school. The following is a summary of the many services Belvue School provides, to ensure young people make good and outstanding progress towards a fulfilled and successful life** |

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**SEN INFORMATION REPORT**

Special Educational Needs provided for:

Belvue school is a special school for young people aged 11-19 with a moderate to severe learning difficult and associated needs including ASD. It’s a special place that offers individualised learning in small groups, supported by a range of therapies and other interventions as required.

Policies for identifying children and young people with SEN and assessing their needs.

Identification and assessment of pupils’ needs

* Regular review and assessment of pupils individual needs are ongoing
* The Vertical Tutor will liaise with relevant school based professionals and Local Authority SEND officers to facilitate any changes to the statement/EHC
* weekly staff meetings review ‘pupil issues’ and behaviour plans for relevant pupils; pupils who are identified as needing specialist provision will be referred to the relevant agency by the Vertical Tutor.
* A transparent referral system ensures that staff and home concerns are analysed by relevant specialists and if they meet established thresholds will result in additional support, monitoring and intervention being provided where possible

See Assessment policy – school web-site for details

See Vertical Tutor policy – school web-site for details

See SEN policy – school web-site for details

Arrangements for consulting young people with SEN and involving them in their education

The school provides the following support:

Twice daily contact with Vertical Tutor to discuss issues as they arise

Formal Parent/Carer meetings e.g. Termly Structured Conversation/Annual Review to which young people are invited to attend and contribute

Pupil questionaires including an annual questionnarie as part of the review process

School Council to support young people voice their opinions about the school

Joint setting of weekly targets for behaviour and learning with Vertical Tutor and pupil

The use of the Learning journey to assist young people review their own learning in each lesson

Arrangements for assessing and reviewing children and young people’s progress towards outcomes.

Parents and young people meet formally with their Vertical Tutor termly to discuss progress towards outcomes identified in the Termly Individual Education Plan. Parents and young people meet annually with their Vertical Tutor and Class teacher to discuss progress towards the outcomes identified in the Education, Health and Social Care Plan.

Young people meet daily with their Vertical Tutor to discuss progress towards their weekly targets that focus on behaviour and a learning outcome.

Young people track their own learning across the curriculum using the learning journey

Young people are assessed termly using the PIVAT levels, this information is shared with parents at the termly learning review.

Young people’s reading and maths age are assessed annually

See Assessment Policy – school web-site for details

Arrangements for supporting children and young people in moving between phases of education.

All children entering and leaving Belvue School have a transition programme

Preparation for entry to Belvue school starts as early as possible. Prior to accepting an offer of a place at Belvue School, parents/carers and their child are offered an initial visit to meet key staff, have a tour of the facilities and learn more about the ethos and work of the school.

Once Belvue School is named on the child’s Education, Health and Social Care Plan families are invited into the school for a visit.

The Transition Manager visits all the feeder schools to meet, observe and gather information about each child’s learning, medical, sensory, emotional and social needs.

The schools Transition Manager organises a number of transition events throughout the year and works with feeder schools to ensure that all prospective children are involved in these events. These events include participating in sporting, music and arts activities, taking part in lessons, joining us for school lunch and watching our school summer show.

On the pupils first day of school, parents and carers are invited to meet their child’s Vertical Tutor and class teacher to give them an opportunity to raise any concerns or worries

After the child’s first month at the school, parents and carers are invited to a transition meeting with the Headteacher, Vertical Tutor, class teacher, family worker and Clinical Nurse Specialist to review the transition and focus on the specific needs of the child. This begins the process of the learning dialogue the school staff will have with parents and carers over the coming years.

From Belvue School to mainstream high school – if through the process of the learning dialogue it is decided that a child would benefit from integrating into a mainstream school, a structured transition programme will be developed by the schools Integration co-ordinator in consultation with parents and carers and the receiving school. The transition programme will set out the educational aims for the integration, the duration, transport needs and support provided.

Pupils transiting between key stages in the school will have the opportunity to spend time with their new class before the move. Where a young person has more complex communication and learning needs they will be provided with a transition passport containing pictures and information about their new class/college.

Pupils leaving school are provided with a range of opportunities to prepare them for transition. These include attending a local college for a link course during their final year in school, meetings with the school’s connexion officer, attending school organised transition events, visiting local colleges, work experience and meetings with adult services to ensure a smooth transition.

Preparation for adulthood.

Preparation for adulthood starts from the moment young people enter the school in Year 7.

All weekly, termly and annual review targets focus on outcomes from Preparing for Adulthood

Pupils at Belvue School are therefore given opportunities to participate in a variety of interventions to prepare them for adulthood. These include participating in mini-enterprises including glass making, horticulture, running the school shop and café. Pupils also work in the community including running a pop up shop, working with the elderly and undertaking community work at Brent Lodge Park and Horsenden Farm. The school has a close partnership with Ealing Park Rangers and undertake conservation work at the Litten Nature Reserve. At Key Stage 4 and 5 pupils have access to a range of vocational courses some of which are run in partnerhip with local colleges. These include catering and hospitality, independent living skills, hair and beauty, construction, media and the performing arts.

Pupils start writing their transitional review from Year 7 as part of the Work Related Learning curriculum. From Year 7 the focus for all learners is outcomes for adulthood.

The school works closely with organisations such as RESPOND and Image in Action to ensure that pupils are adequately prepared to become sexually responsible.

The school works in partnerhip with the Local Authority independend travel trainers, to ensure that all learners become independent travellers.

The school works in partnership with Youth and Connexions to deliver the Duke of Edinburgh and provide suitable leisure opportunities for learners outside school.

Learning conversations with parents and carers focus on plans for transition into adulthood and include multi-disciplinary working as appropriate.

The school runs social skills groups and communication groups to support transition.

Pupils meet the Connexions officer as part of the Work Related Learning Curriculum.

In Key Stage 5 pupils are given the opportunity to attend courses at local colleges and undertake work experience.

The school works in partnership with local colleges to prepare students for transition to college. In Key Stage 4/5 pupils visit a range of Post 16 providers to support them in making an informed decision for their transition.

The school works closely with local business to provide work experience opportunities therefore in Key Stage 4/5 pupils have the opportunity to participate in work experience.

Annual reviews from Year 9 – 13 discuss the transitional review and pupils aspirations for their future

Pupils from Year 9 meet with the connexions advisor both in groups and individually to discuss their aspirations for college, work, independent living and leisure.

See Post 16 policy – school web-site

See Work Experience Policy – school web-site

The approach to teaching children and young people with SEN

Each class has a teacher and a teaching assistant with a maximum of 12 children in a teaching group. All staff are experienced and participate in ongoing and extensive training and development programme. In line with national guidance the school adopts a multi-disciplinary approach - staff work in a collaborative way with a range of other professionals, including Occupational Health, Speech and Language and Psychologist. Individual therapy programmes, including behaviour support, are delivered within lessons wherever possible to enhance the learning process.

Teaching is delivered through a combination of whole group and small group teaching.

1:1 teaching is provided as required for Mathematics, English and ICT

The core curriculum of Mathematics, English and Personal and Social Education is normally taught by the class teacher. Pupils have access to the full range of National Curriculum subjects and these are taught by specialist subject curriculum teachers

Assessment for learning is integral to the learning process. To support pupils in assessing their own learning, pupils have access to a learning journey for all subjects taught.

The curriculum in Key Stage 4/5 includes a range of Vocational education for example, hospitality and catering, horticulture, construction and retail

The school has extensive links with a number of mainstream secondary schools providing a flexible programme for integration and reintegration

The school provides a range of extended schools opportunities to enhance the curriculum and these include a Saturday friendship group, music, cooking, forestry and conservation and sport

The different types of support that may be available for young people at this school?

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| **Area of needs**  | **Whole school ethos and****practice** | **Possible focussed support for some children’s additional needs** | **Possible support and intervention for a****small number of children.** |
| Social, mental andemotional health needs | Consistent application of theschool’s behaviour policyA positive supportive andnurturing environmentPSHE curriculumVertical tutoring/Family groupA commitment to a range of therapeutic interventions | Identification in schoolAdditional advice and support from outside agenciesAdaptations to the curriculum to secure engagementSupport to build relationships and engagementTrained family worker and mentor, counsellors, and therapists, to overcome barriers to socialinclusion | Interventions follow an “assess, plan, do, review” cycleWork with parents to refer to CAMHSTargeted intervention to promote social skills and emotional resilience in therapeutic groupsessionsAdaptations to physical environment e.g. timeoutMonitoring and support in unstructured time e.g.breaks/lunchBehaviour Management Plan/Pastoral Support plan |
| Speech, language,communication andinteraction | Strong emphasis on speakingand listening, throughindividual programmesSALT trained staff | 1-1 phonic supportPersonalised support within the classWord finding groupsMakaton signing groupsSALT interventions delivered bySALT/School staffSALT trained staff | Access to small teaching and learning groupsAdditional in class TA supportAlternative communication systemsAccess to personal ICT/ adapted ICT equipmentSpeech & Language Therapy planned and delivered by a qualified therapist or Communication ChampionAdvice and support via Educational Psychologist |
| Autistic spectrum | Structured dayPositive behaviourmanagementStudent’s preferred learningstyle understood.Differentiated lessons | Curriculum modified to take account of learning stylesIndividual coaching and support from the class teacher and Vertical TutorUse of appropriate resources e.g. visual timetables, social stories, work stations. | Key teacherSmall group targeted intervention.ICT used to reduce barriersAlternative communication systemsAdvice and intervention from the SENs team |
| Cognitive andLearning/ModerateLearning Difficulties | Differentiation of thecurriculum and teachingTeaching resources are skillsbased and appropriateMulti-sensory approach tolearningVisual, auditory, andkinaesthetic learning isdeveloped | Curriculum is adapted to meet the needs of pupilsTargeted intervention programmes Independent Learning PlanSpecific goals- short stepsDifferentiated resources are provided as appropriateLearning support via in school Inclusion1:1 or small group reading intervention programmesAccess to personal ICT/adapted ICT equipment alternative methods of recordingAccess to occupational therapy assessment and treatment programmes | Access to smaller teaching and learning groupsAdditional in class TA supportAdditional specialist teaching supportEducational Psychology assessment/supportAccess to personal ICT/adapted ICT equipment |
| Sensory and physicalneeds (e.g. hearing,visual impairment,multi-sensory, physicaland medical needs | Provision of specialisedequipmentSeating position within classDifferentiated curriculumSensory needs profileMedical care plansSALT trained staffPartnership with Ealing’s integrated services for children with disability | Modified learning environment.Learning support via our therapy team.Occupational Therapy and Physiotherapy from trained and experienced TA’s working from therapy plansMobility and health care plan managementLiaison with a range of medicalprofessionals as needed assistance via School Nursing Team | Individual protocols and plans for children with significant physical and or medical needs as identified in their health care plansAdditional modifications to the school environmentAdditional resources to reduce individual barriers to learningOccupational Therapy and Physiotherapy from qualified therapists and therapy assistantsAccess to external advice and assessment.Advice and outreach from Ealing’s SENs team |

The expertise and training of staff to support young people

All staff at Belvue School have extensive experience of working within the field of Special Education.

Many staff have Masters degrees in Special Education or other related areas including SALT, TEAACH (Treatment and Education of Autistic and related Communication Handicapped Children)

All staff at Belvue School receive weekly training from a variety of professionals to support their work.

How we evaluate the effectiveness of our work:

The school works very closely with the Local Authority’s school improvement partner who monitors the work of the school on a termly basis

The school has been judged by Ofsted as good with many outstanding features

On a termly basis we measure every childs progress using the PIVATs which breakdown P’ Levels in to small steps. This data is closely analysed by the school staff and Governors.

We compare our data with National data using progression guidance

We look at other data to support us evalute our effectiveness including in feedback from parents annual questionnaire and feedback as part of the review process. We use data collected from questionnaires for pupils on their views about school.

We have regular progress meeting with parents known as ‘The Learning Conversation’ and with each other to ensure your child is making the best progress possible.

For pupils who are acessing the National Currulum at Level 1 or above in Key Stage 4 we use entry level qualifications to measure progress.

For more indept information on monitoring and assessment please see Assessment and Marking Policy on the school web-site

Support for improving emotional and social development

Each pupil is a member of a Vertical Tutor group, pupils meet with their vertical tutor twice a day.

At Belvue School we believe that vertical tutoring is underpinned by the relationships within the group which help to develop children’s emotional literacy as well as their ability to build group loyalty in a moral and social way. As a school we believe that this is not something that can be taught but, rather, something that as a school we should nurture and enable in a variety of practical and learning ways.

It is clear within our school that emotional and social skills are not taught but ultimately ‘caught’ from adults through attuned, creative and mindful relationships acted out within a supportive and positive environment where all adults are skilled in managing and recognising their own emotions and moods.

We believe that continued emotional engagement promotes neural plasticity, so that when we bring our full selves and the power of connection, we can inspire our students to rewire their brains. The concept, therefore, at the very heart of vertical tutoring is that relationships come first, not teaching relationships as a topic, but forming relationships. This is supported by neuroscientists who have found that in the presence of a ‘good enough’ other, for example a teaching assistant, mentor, tutor, new and more sophisticated neural pathways can be formed in the child’s developing brain and new patterns of relating and behaving can emerge.

Vertical tutors, therefore, will attune to the emotional needs of their tutees to establish meaningful relationships. The ability of the tutor to emotionally mirror and read the tutees will help learners to recognise their own feelings and emotions. The school believes that the provision of merely physical and intellectual care will not foster the firing of neurons when connections in the brain change in response to experiences.

We believe that the quality of relationships in a school is critical and we ignore this truth at our peril as children with more positive child-teacher relationships are better equipped to make use of the learning opportunities available in classrooms.

Vertical tutoring promotes in-group loyalty which is part of the moral first draft that drives behaviour. Our learners like being in groups and these have a powerful shaping influence on behaviour.

The school believes that vertical tutoring is a system of deep emotional intelligence that will grow naturally into spiritual intelligence over time.

Within vertical tutoring at Belvue School everyone is a teacher, a leader and a learner so that everyone gets to practice, develop and experience emotional well-being in naturally occurring healthy relationships.

Vertical tutors act as role models, as we believe that adults that model what they are teaching about in emotional literacy are more likely to see the students doing what the adults are teaching and, thus, adults truly become the neuro-sculptors of our future

How the school involves other bodies, including health and social care, local authority support services and voluntary sector organisation in meeting young people ‘s SEN and supporting their families.

The school has a number of health professionals employed by the school, these include Speech and Language, Occupational Health, Clinical and Educational Psychologists, a Music Therapist, Psychotherapist and a Counsellors. Pupils and their families are referred to these services on a needs basis. Families can request a referral at any time.

The school works closely with other health professionals including the school nurse who comes into Belvue every week to undertake a variety of activities such as sexual and physical health. Other health professionals work with the school on a needs basis, these include the diabetic and epileptic nurse specialists.

The school has two family worker who liaises with all the social care teams in the borough and out of borough teams. They attend all meetings related to social care issues involving pupils and their families. They have regular supervision with the manager from the Children with Disabilities Team.

The school also works closely with the Integrated Service for Children with Disabilities – ESCAN. An Educational Psychologists from this team works at the school one day a week and a number of pupils receive other services including Clinical Psychology from ESCAN. Where a pupil is receiving support, the school works closely with the provider to ensure that strategies are effectively implemented in school.

Arrangements for handling complaints from parents about the provision made at the school

Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.

Where a child continues to make little progress despite the support provided by the school, including external support and advice, and there is increasing evidence that the child has needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory re-assessment of the child’s SEN statement or EHC plan.

Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school. As we are a special school, all our Governors are responsible for SEN so there is no named Governor. Information on the Governing Body can be found on the school web-site.

If you need to make a complaint

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

• The school complaints procedure – see school web-site

• An appeal to The SEN and Disability Tribunal (LA decision)

• A claim against the responsible body (Chair of Governors or LA) for disability

• To the SEN and Disability Tribunal for discrimination

• A complaint to the LA Ombudsman (Schools and LAs)