

Belgrave School SEN Information Report

<p>What types of SEN do we provide for?</p>	<ul style="list-style-type: none"> • Belgrave is an independent special school (for children from 7 – 16 years) that meets the needs of pupils with SpLD (dyslexia) and associated issues, including Developmental Coordination Disorder (dyspraxia), dyscalculia, dysgraphia, slow processing, sensory processing disorder and poor working memory
<p>How do we identify and assess pupils with SEN?</p>	<p>A selection from:</p> <ul style="list-style-type: none"> • Educational Psychologists’ reports • Specialist teachers’ reports • Experienced teachers’ referrals • Various dyslexia and dyscalculia screeners • Occupational Therapists’ reports • Speech and Language Therapists’ reports • Paediatricians’ reports • Clinical Psychiatrists’ reports
<p>Who is our special educational needs coordinator (SENCO) and how can he / she be contacted?</p>	<ul style="list-style-type: none"> • The Headteacher, Jonathan Skinner, contactable via the School Office or email address: 0117 9743133, info@belgrave-school.org
<p>What is our approach to teaching children with SEN?</p>	<ul style="list-style-type: none"> • Most of our interventions are embedded in the curriculum and the normal school day so that pupils are not removed from class to receive this input. This produces a sense of inclusion and reduces a perception of being different • Small groups of about 10 pupils with a staff ratio of 1 : 5 • Pupils with a higher degree of need are in a smaller group with a higher staff ratio • Work is highly differentiated and modified to meet each pupil’s needs • Pupils are supported to develop confidence and independence • There is a low stimulus environment to avoid distractions • Many dyslexic pupils have previously fallen behind across the spectrum of subjects, not because they are incapable of engaging, but because the subjects have been delivered in a way that is text based and too fast. Teaching methods heavily reliant on literacy, can exclude dyslexic pupils from large areas of the curriculum • Our teachers endeavour to teach the <i>whole</i> curriculum in a dyslexia friendly way which aims to minimise the negative effects of dylexia and other issues as far as possible, so that they do not act as a barrier to effective and exciting learning • Dyslexia friendly methods are multi-sensory and wide ranging, harnessing all senses and include dynamic interactions, physical activities, kineasthetic learning, employing visual images and animations, drama, audio and video clips, mind-maps, dialogue, educational software, chunking, and the

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	<p>power of narrative</p> <ul style="list-style-type: none"> • As dyslexics sometimes have problems cementing knowledge into their memories, concepts must be systematically revisited and ideas recapped • Study skills are actively and specifically taught, including, over-viewing, mind-maps, room pegging, mind palaces, dramatic imaging, nemonics, drama, dance, paired teaching, “teach a teddy” (the student actively teaching what they are learning to another party), the Brainbooster program
<p>How do we adapt and the curriculum and learning environment?</p>	<ul style="list-style-type: none"> • We follow a modified National Curriculum • We do not teach a second language to allow room for other focused interventions • We focuss our curriculum to enable students to succeed in obtaining the maximum possible qualifications • We provide opportunities to prepare for a wide range of qualifications accessed by the pupil at the appropriate level (GCSE, Level 1 and 2 qualifications, including BTECs, Functional Skills and various Entry Level certificates • We tailor the curriculum according to the needs of individual pupils, for example some pupils focus on functional and life skills <p>We provide a wide range of specific interventions, including:</p> <ul style="list-style-type: none"> • Daily Dyslexia Intervention Slots – every day in the primary department and half and hour a day for four days a week in the secondary department • Literacy educational software like Nessy Reading, which can be used in school and at home and which tracks the pupils’ progress • Mathematical educational software programmes such as Numbershark and My Maths, which also track the students’ progress • Other literacy interventions including, Toe by Toe, Power of Two
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<ul style="list-style-type: none"> • The whole school community has pupils who share similar needs providing a sense of community, acceptance and inclusion • There is a positive encouragement for pupils to engage with wider clubs and societies like scouts, sports clubs etc.
<p>How do we consult parents of pupils with SEN and involve them with their child’s education?</p>	<ul style="list-style-type: none"> • The school operates an open door policy which enables parents to come in to share any concerns or to telephone or email staff directly • Regular on-going contact with parents through meetings, telephone conversations and emails • On-going setting and interacting over homework assignments • Informal parents’ gatherings • More formalised parents’ evenings • End of year reports

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	<ul style="list-style-type: none"> • Parents are invited to contribute to Annual Reviews in written format and through their attendance at the meetings for pupils with EHCPs
<p>How do we consult pupils with SEN and involve them in their education?</p>	<ul style="list-style-type: none"> • An emphasis on on-going positive reflective interaction and feedback between staff members and individual pupils • Half termly Review and Reflect weeks where there is a specific focus on progress and potential targets • There is a School Council which contributes ideas and suggestions for school improvements • Weekly small pastoral group meetings
<p>How do we assess and review pupil's progress towards their outcomes?</p>	<ul style="list-style-type: none"> • Standardised tests at the beginning and end of each academic year • On-going teacher assessments across the curriculum, which inform our planning • Individual Education Plans which are reviewed each half term by the Headteacher, class teachers, subject teachers and learning mentors
<p>How do we support pupils preparing for adulthood?</p>	<ul style="list-style-type: none"> • Pupils are encouraged to be as independent as possible, including personal care, personal organisation and finance, learning independently and moving around independently • Identified pupils will follow a pathway that will provide on-going opportunities to develop independent life skills • A special emphasis on home cooking skills (we follow the Jamie Oliver Syllabus) • Offering a wide range of possible qualifications at various levels to gain and evidence vital skills for future life, including, GCSEs, Functional Skills, Entry Level Qualifications in all areas of the curriculum • Specialist careers guidance offering personalised pathways • Specialist work placement advisors • Transition support to college or further education • Some students receive travel training
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<ul style="list-style-type: none"> • The school views relationships and emotional wellbeing as vital to learning • There are good ratios of staff to pupils so that pupils feel nurtured, valued and have their needs met • The school has a significant focus on communication as many situations arise out of frustration at not being able to express feelings • The school provides specific time in the curriculum to have bespoke sessions to support emotional wellbeing and mental health • Some students are provided with a key worker • There is a therapy room and Occupational Therapist to support identified pupils with additional needs through approaches such as the Just Right State, the Alert Programme, Theraplay, Hommunculi and Zones of Regulation • The availability of a counsellor and drama therapist • Social skills groups

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	<ul style="list-style-type: none"> • Provide pupils with a safe place to retreat to in times of increased stress
<p>What expertise and training do staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> • A highly skilled workforce that consists of a range of professional teachers, learning mentors, teaching assistants, and therapists having training in: <ul style="list-style-type: none"> ○ Advanced Teacher Status, APS, APC and AMBDA qualifications ○ Understanding Chronic Fatigue / ME ○ Form 8 / Examination Access Arrangements Assessing ○ CPD from specialist school staff and the Bristol Dyslexia Centre to ensure that all staff have essential skills in dealing with children with SEN in general and dyslexia and associated issues in particular ○ Reading recovery programme ○ English as an additional / second language (TEFL TESL) ○ Post-graduate courses in SpLD (dyslexia and dyscalculia) ○ Makaton training ○ Most staff have a level 2 course qualification in Understanding Autism ○ Dealing with children with behavioural problems ○ Dealing with oppositional behaviour ○ Nursing ○ Paediatric first aid ○ Epi-pen, epilepsy, diabetes ○ Restorative justice and conflict resolution ○ Counselling ○ Occupational Therapy ○ Speech and language Therapy ○ Postgraduate Certificate in Sensory Integration ○ Theraplay Level 1 ○ Somatic Experiencing ○ Emotion Coaching ○ Thrive ○ Sensory Attachment Intervention level 1 ○ Attachment and Psychopathology Training (Crittenden) ○ Trained Safeguarding Leads to ensure that pupils are effectively protected. These leads ensure all staff are aware of their duty to keep children safe • Teachers work closely with other professionals, such as Speech and Language, Physiotherapists and Occupational Therapists who provide support and guidance to school staff • Knowledge skills and practice are shared within the school
<p>How will we secure specialist expertise?</p>	<ul style="list-style-type: none"> • Some specialist expertise is provided through commissioned services • We all grow our own expertise by utilising the passion skills and knowledge of the workforce • We are partnered with our sister organisation, the Bristol Dyslexia Centre and have available on-going access to their

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	<p>expertise and input</p> <ul style="list-style-type: none"> • Another sister organisation, Nessy, provides specialist dyslexia intervention software
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<ul style="list-style-type: none"> • The school uses its own budget to provide the majority of resources • Some specific resources come through specific agencies, such as Local Authorities, NHS or independent specialist institutions
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<ul style="list-style-type: none"> • The school is well supported by children’s safeguarding services to meet pupil’s needs, for example, Early Help • The school is in contact with various independent and charitable organisations to support children and families, including, Off The Record, Kooth, the Trauma Recovery Centre, Barnardos, Supportive Parents and specialist educational solicitors
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<ul style="list-style-type: none"> • The school monitors its own effectiveness thorough a variety of processes • The school is subject to an Ofsted inspection every three years • The school’s effectiveness is monitored through the Annual Review process of the EHC Plans with various Local Authorities (Bristol, South Gloucestershire and North Somerset)
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<ul style="list-style-type: none"> • There is an opportunity for all parents to raise concerns at any time through contacting either the School Manager, Class Teacher, Headteacher or Principal • We also have a complaints policy and procedure
<p>Who can young people and parents contact</p>	<p>Depending on the individual and situation we have a multi-level way of fostering interaction, including contacting</p> <ul style="list-style-type: none"> • Class Learning Mentors • Class Teachers • Headteacher / SENCO • Named Key Workers • Learning Support Assistants • Occupational Therapist • Speech and Language Therapist <p>We focus on an open access policy, where any of the above can be contacted, depending on who the parent or child finds most convenient. Many of the staff are present at drop off and pick up times and have daily contact with parents.</p>
<p>What support services are available to parents?</p>	<ul style="list-style-type: none"> • As the school is a specialist provision everything we do provides a level of support • We are able to listen to parents’ concerns and needs and provide a signpost service and make referrals if required

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Where can the LA's local offer be found? How have we contributed to it?

- Even though we are situated within Bristol, we take children funded through EHCPs and privately from Bristol City, South Gloucestershire and North Somerset Council districts.
- The local offer is to be found on the websites of these councils:
Bristol: <https://www.bristol.gov.uk/policies-plans-strategies/the-local-offer-findability>
North Somerset: <http://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/>
South Gloucestershire: <http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>