



SEND Information Report– Belmont Primary School

1a. How does the school identify children with special educational needs?

At transition point from before they enter the nursery:

- Information gathered during home visits before the children start nursery;
- Information directly from the parents during the open evenings or transition meetings for foundation stage entry. Further meetings between parents and school SENCO or other appropriate members of staff when necessary;
- Through structured conversations with parents;
- Transfer of data from previous primary school or child care facility as the student moves;
- Review meetings for students with EHC plans (statements), attendance at reviews;

As students of Belmont Primary School:

- Throughout each key stage baseline assessments taken from the profile and in core subjects;
- Data used to identify SEND or to inform provision already in place;
- Data analysed at strategic points through the year are looked at by the senior staff and the SENCO to identify if there are any concerns from the data that need further investigation;
- Daily monitoring of need through discussion between key member of support staff;
- Teachers inform SENCO of any concerns;
- SENCO may investigate further and may carry out more in-depth assessments of needs either in response to data or staff concerns;
- If required the school will bring in external professionals to further assess and give recommendations for appropriate provision.

1b. How do we involve parents in planning for those needs?

- Initial meetings during home visits before entry into nursery, and during the open evening in September for new students and parents. After transition meetings parents are offered time to speak to members of staff;
- Attending review meetings for students with an EHCP or identified needs when invited by teachers;
- For students with an EHCP meet with parents at parents evenings, annual reviews and throughout the year;
- Students with additional needs contact through parents consultation evenings;
- The school uses principles of 'Achievement for All' with parents when planning their involvement and structured conversations;
- Further information in the parental involvement section found within Question 5.

1c. Specialist School Provision:

- The East Cleveland Early Support Base for students with social and emotional needs that are having an impact on behaviour and learning. Support may be part-time attendance at the base or outreach provision in our school.
- Education, health and care plan (Statement) via LA panel;
- LA provision including learning support and education psychology department;
- Learning Support Services;
- Facilities for and expertise meeting the needs of students with physical difficulties through occupational therapy;
- Physiotherapy;
- Speech and Language provision through the local authority;
- Counselling for individual groups or individuals;
- Hearing Impaired services;
- Visual Impaired Services;
- Transition services;
- The Junction;
- ASD service

2a. Who in school will support my child and how will this be monitored?

- Head teacher and Deputy head teacher / SENCO will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision;
- All teachers at Belmont Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the New Code of Practice;
- Students who are registered as SEN support, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings with yourselves and the student to oversee the plan, monitor progress and evaluate any interventions. The class teacher will be the person who arranges this;

- Students with an EHC (statement) will have their progress and reviews with Deputy Head teacher / SENCO
- Quality first teaching is supported by a team of SEND support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping SEN students to move forward with their learning and progress.

2b. How are decisions made about the type and amount of provision a young person will need?

- From talking to parents and the student to understand and establish what they see as the priority;
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student;
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a student;
- The amount of provision is decided in line with the needs of the student;
- For example this could be a short term programme of work such as a half term of input on a specific area of need or longer term in class support;
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives;
- Review points will be half termly. They will be overseen and directed by the named person from question 2a.
- The use of a detailed individual provision prescription for each child which is shared with class teachers, teaching assistants and modified as and when required. It is supported with information and advice from specialist reports and assessments from external and internal sources.

3. Curriculum:

- Overall curriculum structure is directed by the government and the National Curriculum;
- All students have an entitlement to study a full curriculum although exceptionally variations to timetable may be made to meet specific needs;
- Differentiation is the responsibility of all teachers. Informed by the data and information on each student, subject teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- We aim to promote the independence of each child and to offer the necessary skills to enable them to access the whole curriculum;

4. Accessibility:

- Belmont Primary is fully wheelchair accessible, there may be some classrooms where a small step needs to be negotiated but all internal areas have with a level surface or externally there is a ramp access into the building;
- Disabled toilets are available in both buildings.

- A changing room/shower room is available next to the KS2 sports hall;
- In lower noise emitting heaters are installed in each every other classroom to support hearing impaired people.

[Link to Full accessibility plans and Equality Scheme](#)

5. Parental Involvement:

- Daily monitoring of progress, rewards and behaviour through key workers/teachers which may lead to early contact with parents from school staff;
- Structured conversations with parents each term and three opportunities to meet with teachers at parents evenings and parent consultation day each year;
- During these meetings progress and evaluation of interventions will take place;
- The member of staff will be available to explain next steps in your child's plan and discuss with you how you could support this;
- Students with an EHCP will also have termly progress meetings as well as contact from the class teacher or SENCO as appropriate.
- The school monitors progress through a cycle of assessment, reviewing data and interventions. These are used to inform meetings and set new objectives;
- Parents training or learning events have been organised to cover different subjects, such as supporting your child with maths; these will be needs led throughout the year.

[Link to question 1b](#)

6. Overall Well-being:

- All students belong to one named class.
- Student council begins in YR to Y6, with elected representatives that represent views to the school council. Students can contribute their views through this forum. Representatives from the school council regularly meet with governors and some staff to pass on the views of the students;
- Belmont Primary has a full medicines policy and policy for the support of students with medical needs;
- There is a member of office staff on duty each morning from 8:15 to receive medicines from parents;
- There is a member of staff available to update care plans and medical information.

[Link to full medication policy](#)

7. What specialist services and expertise are available at or accessed by the school?

Belmont Primary has a wealth of expertise from its staff over and above the qualifications needed for their jobs.

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress.

The following is a snapshot of these but is not an exhaustive list.

<u>Expertise in School</u>	<u>Expertise/Specialist Service accessed by School</u>
Supporting children with maths, teaching assistants and teachers	Local Authority (LA) Learning Support Service
Supporting students with ASD, teaching assistants and teachers	East Cleveland Early Intervention and Support base staff.
Developing early communication skills: BLAST programme in Nursery and additional training from speech therapy service for EYFS staff.	Speech and language services
Better Reading Programme (BRP) and reading interventions, Some teachers and teaching assistants	Local Authority Specialist Teaching Services
RM Maths, support staff	Local Authority Specialist Teaching Service
Power of 2, support staff	Local Authority Specialist Teaching Service
Support for health, hygiene, medical needs and keeping safe.	School Nurse, diabetes nurse, enuresis nurse, specialist medical services.
Support with transition	Transition projects with secondary schools, Local Authority Inclusion Service
Including young and disabled young persons in sport	The Link – Therapeutic support
Support for social and emotional difficulties and mental health issues: mentors, pastoral support and CAMHS level one.	East Cleveland Early Intervention Base and outreach service. Counselling provision and group and individual support for social development and behaviour. LD CAMHS / CAMHS
	The Junction
	Educational Psychologist
	Hearing impaired service, visual impairment service
	Occupational Health services
	Physiotherapy Services
	ASD services

8. Staff Training Priorities within the School:

All staff are either teachers of, or are supporting students with SEND.

Belmont Primary therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.

The table summarises the most recent staff training in respect of SEND and disabilities.

<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
Achievement for All	Child protection and Disabled children
Dyscalculia PD Days	Autism
	Speech, Language and Communication
	New SEN Code of Practice
	Behaviour management
	Paediatric first aid training
ASD training	Autism specialist training
	Thrive training 2016-2017

Future planned training and disability awareness:

- Further training will be planned as and when the need arises.

9. Activities Outside of school:

- There are a large and varied number of out of school activities for all students to participate in;
- Belmont Primary is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and or equipment;
- Staff who are arranging an offsite trip will discuss with parents and the SEND staff the requirements needed and the suitability of any trip which the school is putting on;
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);
- A full risk assessment is made before any trips to ensure students are safe and included where possible.

10. How is Transition planned and managed by the school?

Transition from Home to Nursery

Home visits to meet the family and the child before they start nursery;
Opportunity to discuss the child's needs and identify as early as possible any additional needs;
Child well-being meeting called if necessary to put support in place before the child starts Nursery;
Provision of additional staff or resources in place before the child starts Nursery;
Staggered start days to support children into nursery and reception classes.;
Visits to school to support transition and meet the staff;
Local Authority Inclusion Service used if required

Transition between Key Stages

- Meetings for parents to attend;
- School lunch for new starters into reception
- Meetings for each Key stage prior to the children moving up;
- Opportunities for the children to meet their teachers, prior to starting new classes;
- Extended transition period

Transition from Primary to Secondary School:

- Parents and students in Year 6 are invited to visit their school each year;
- There are parent meetings in the summer term for Year 5 students at targeted primary schools;
- On-going primary visits to school for different activities ranging from sports to transition days are arranged. These ensure that the primary students begin to be more comfortable and knowledgeable about the school;
- Information gathered from parents by SEND staff;
- Talks with the primary schools begin early in Year 6 and for those with an EHCP the SENCO attends their review;
- A transition plan is put in place on their advice which could include a number of early visits beginning in the primary school and then here;
- A secondary school mentor might be put in place as a familiar adult to help with transition;
- Specialist transition mentors from the Specialist teaching service work on programmes especially for autistic students.

11a. How are the school resources allocated and matched to the young person's special educational needs?

- All resources are allocated to and matched using the extensive data that the school holds about each student;
- This includes planning for these interventions with parents and students.

[Link to question 1 - Identification of Needs](#)

11b. How is the SEND budget allocated?

Belmont Primary has a number of different SEND provisions and interventions which are matched to the young person's special educational needs financed through the SEND budget.

These include:

Provision	Notes
SEND support staff	Team of Teaching assistants working in class and individually to support SEND students
Supporting students with attachment disorder	Selected teachers and Teaching Assistants have followed appropriate guidance on attachment disorder.
British Sign Language (BSL) and BLAST	Nursery
Better Reading Programme (BRP) and reading interventions	Some teachers and teaching assistants
Wave 3	Some teachers and teaching assistants
Early Literacy Support (ELS)	Some teachers and teaching assistants
Support for health, hygiene and keeping safe.	School Nurse
Support for health & hygiene	School Nurse
Support with transition into Y7	Transition projects with Laurence Jackson and Specialist Teaching Service
Small group teaching	In some areas the groups are smaller in number so the teacher can better meet SEND needs
Alternative Education	Using other providers and in house provision to better meet the needs of SEND students
Toe by Toe	1:1 reading intervention
Accelerated reading	Some teachers and teaching assistants and AHT
Read Write Inc	Some teaching assistants & SENDCo
Computer programmes	Various computer programmes are available for 1:1 and small group in literacy and numeracy
Plus 1	Teaching assistants
Power of 2	Teaching assistants
Team teach	De-escalation behavioural management – Some teachers