



## **Local Offer Website Version**

### **Belmont Primary School**

#### **Description**

Education provision for 3-11year olds. Breakfast & After School Clubs and Holiday Provision. Any additional services/activities offered at the school will be listed under: 'Activity' on the Service Directory.

**SCHOOL ADMISSION: For school admission ONLY, please contact the Redcar and Cleveland Borough Council School Admissions Team on 01642 837730 / 837740**

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#### **Address**

Belmont Primary School  
Lauderdale Drive  
Guisborough  
TS14 7BS

#### **Additional Information**

The Staff and Governors believe that all children should receive the opportunity to develop their personal potential, through the provision of a broadly based curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged and valued.

#### **Identification of Needs**

How does the school/college identify children with special educational needs?

- At transition point from before they enter the 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, 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.

How do we involve parents in planning for those needs?

- Initial meetings during school 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 parent's evenings, annual reviews and throughout the year;
- Students with additional needs contact through parent's consultation evenings;
- Through meetings with parents to discuss provision and provision plans;
- The school uses principles of 'Achievement for All' with parents when planning their involvement and structured conversations;

### **Outside Services**

- (EHC Plan) Education, health and care plan 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, The Link, Young Carers;
- ASD service;
- THRIVE;
- Time4you;
- Occupational Therapy;
- Physiotherapy;
- CAMHS

Who in the school will support my child and how will this be monitored and evaluated?

- 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 Plan will have their progress and reviews with Deputy Headteacher / 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.

How are the 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 Dr S Noble, SENDCo.
- 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.

### **Curriculum**

How will the curriculum be matched to the needs of the young person?

- 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;

### **Accessibility**

How accessible is the school environment?

- 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 every other classroom to support hearing impaired people.

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

### **Parental involvement**

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- 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 parent's 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;
- Communication books where appropriate.

### **Overall Wellbeing**

What support will there be for the young person's 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;
- THRIVE;
- Counselling, bereavement support and play therapy.

[Link to full medication policy](#)

### **Specialist Services**

What specialist services and expertise are available at or are 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:

Educational Psychological Service  
 ASD Specialist Teaching Service  
 Speech & Language Therapy Services  
 Visual Impaired Service  
 Hearing Impaired Service  
 Physiotherapy Services  
 Occupational Therapy Services  
 Time4You  
 The Link  
 Play Therapy  
 Bereavement Services  
 Specialist Teaching Service  
 School Nurses  
 Transition support through the Specialist Teaching Service

### **Staff Skills**

What training are the staff supporting children and young people with SEND had or are having?

Expertise in School  
 Supporting children with maths, Plus 1, Power of 2  
 Supporting students with attachment disorder  
 British Sign Language (BSL) and BLAST  
 Better Reading Programme (BRP) and reading interventions  
 Plus 1  
 Power of 2  
 RWI  
 Beat Dyslexia  
 Inference Training  
 Support for health, hygiene and keeping safe.  
 Support with transition into Y7  
 RM Maths  
 Teachers and Teaching assistants received dyscalculia training  
 Selected teachers and Teaching Assistants have followed appropriate guidance on attachment disorder.  
 Transition projects with Lawrence Jackson and specialist teaching service  
 ASD training and support

Details of Staff Training:

Inference training all KS2 Teaching Assistants  
 ASD training

Details of Individual Staff Training:  
Child protection and Disabled children  
Autism / ASD  
Speech, Language and Communication  
New SEN Code of Practice  
Behaviour management  
Paediatric first aid training  
ASD training  
PAC-UK attachment training  
THRIVE  
RWI

### **Activities Outside School**

How will the young person be included in activities outside of the classroom including school/college trips?

- 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.

### **Transition**

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

#### **Transition from Home to Nursery**

- Parents and the child are invited to school before they start nursery through meetings and visits;
- 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
- Additional visits to secondary school within a small group through the specialist teaching service and or SENDCo

#### **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 passports

#### **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.

### **SEN Resources**

How are the school/college's 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.

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:

SEND support staff

Handwriting interventions

Supporting students with attachment disorder

BLAST

Better Reading Programme (BRP) and reading interventions

Support for health, hygiene and keeping safe.

Support with transition into Y7

Small group teaching

Plus 1

Power of 2

Toe by Toe

Read Write Inc

Computer programmes

BRP

THRIVE

### **Contact:**

Dr S Noble is our school SENDCo

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