



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, 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 EHC or identified needs when invited by teachers;
- For students with an EHC meet with parents at parent's evenings, annual reviews and throughout the year;
- Students with additional needs contact through parent's 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:

- Education, health and care plan via LA panel;
- LA provision including learning support and education psychology department;
- Learning Support;
- Facilities for and expertise meeting the needs of students with physical difficulties through occupational therapy;
- Physiotherapy, Occupational therapy
- 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;
- Insideout;
- Young Carers,
- THRIVE;

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

- Headteacher and Deputy headteacher 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 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.

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.

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 2012 new lower noise emitting heaters were installed in 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 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 EHC 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, phased curriculum meetings 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 medicine 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

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
Plus 1, 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
Hearing impaired Service	The Hearing-Impaired Service, Whinney Banks Primary School Site
Support for social and emotional difficulties and mental health issues: mentors, pastoral support and CAMHS level one.	Counselling provision through Time4you and group and individual support for social development and behaviour. CAMHS, THRIVE, The Link, The Junction, Play Therapy
ASD specialist support	Through the Local Authority.
External support with SpLD	External assessor accessed
	Visual impairment service
	Occupational Health services
	Physiotherapy 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>
Diabetes training	Child protection and Disabled children
Beat Dyslexia	Autism, ADHD, CAMHS
Inference intervention	Speech, Language and Communication

	New SEN Code of Practice
	Behaviour management
	Paediatric first aid training

Future planned training and disability awareness:

- Further training as identified

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;

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 EHC 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;

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, which 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.
Better Reading Programme (BRP) and reading interventions	Some teachers and teaching assistants
RWI	Some teachers and teaching assistants
Beat Dyslexia	Some teachers and teaching assistants
Inference intervention	Some teachers and KS2 teaching assistants
Power of 2	Some teachers and teaching assistants
Plus 1	Some teachers and teaching assistants
Support for health, hygiene and keeping safe, toileting	School Nurse

Support with transition into Y7	Transition projects with Lawrence Jackson
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
THRIVE	One teacher and one teaching assistant
Time4you	Support in school 1 day each week for individuals and small groups.
Computer programmes	Various computer programmes are available for 1:1 and small group in literacy and numeracy
BRP	Teaching assistants

Table of some SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADHD	Attention Deficit Hyperkinetic disorder
ASD	Autistic Spectrum Disorder
BRP	Better Reading Programme
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education Health Care Plan
EP	Educational Psychologist
HI	Hearing Impaired
IEP	Individual Education Plan
KS	Key Stage
LA	Local Authority
NC	National Curriculum
OT	Occupational Therapist
SaLT	Speech and Language Therapy
SEN	Special Educational Need
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator.
VI	Visual Impairment

12. Further Information

Key points of contact and how further information can be accessed.

Belmont Primary School
Lauderdale Drive
Guisborough,
Cleveland
TS14 7BS

Parents can discuss any concerns relating to SEND with the SENCo, Dr Noble, via the School Office – Tel. 01287 635332.

Belmont Primary School have an 'open door' approach to parental enquiries, please do just call in, if we are free we will be happy to talk to you.

