

Governors Annual Report

2023/2024

SENCO: Sam Noble

SEN Governor: Sarah Woosey

SEN Policy reviewed: September 2023

At Belmont we are inclusive and believe all children have the right to a balanced and broad-based curriculum. We are able to be flexible to the individual needs of children and can provide opportunities for support in differing sized and cross year groups as required. Some support will be carried out within class; some will involve children taking part in short term interventions outside the class.

We value all our pupils equally, irrespective of race, creed or disability and treat them all equally. All children are given the opportunity to attend after school clubs, trips (including residential) and to take on roles and responsibilities throughout the school, such as School Councillors, Play Leaders.

The Governing Body receive an annual report on SEN. There are also regular updates on progress of this group at Curriculum Committee meetings throughout the year.
The main focus for SEND

OUTCOME TARGET for Summer 2024:

- 1) To enhance both the attainment and progress in the curriculum area of reading**

INFLUENCING FACTORS:

- Whole school focus on increasing the number of children working at greater depth in reading;
- Identify specific children who are not meeting these requirements and specifically identify the key areas requiring development. Monitor progress to evaluate impact;
- To support phonic development across school we use additional phonics support and training for staff;
- Implement appropriate intervention for reading:
- Supported writing (in groups or individually);
- Feedback and improvement;
- All children to be aware of their targets, those targets are also shared with parents;
- To support phonic development across school we use additional phonics support and training for staff;
- Where necessary with lots of opportunities for overlearning;
- Share good practice and expertise;
- Embed and develop 'Little Wandle' across school and staff to receive specific training;
- Looking at quality examples of writing (identifying key features, quality vocabulary, etc);
- Modelling how to write – including the thought process (shared writing);
- Supported writing (in groups or individually);
- The use of 'Read Write Inc' and 'Beat Dyslexia' where appropriate;
- Support children with speaking and listening needs or hearing difficulties as this can affect progress and attainment.
- Whole school focus on spelling/phonics;
- Staff performance management based on raising achievement;

Actions taken as part of the school development plan, specific to SEN provision:

- Progress of SEN cohort tracked and monitored, targeted intervention put into place;
- Interventions monitored and evaluated for effectiveness within a timely manner;
- Provision of needs mapped and shared with all staff working with each child;
- Professional development for support with dyscalculia; dyslexia and support from the ASD service with specific teachers and professionals coming into school to upskill staff;
- Specific ADHD training for key staff;
- Teachers, HLTAs and TAs received training on Little Wandle throughout 2023 into 2024;

Impact of actions taken:

- For children receiving support, progress overall is in line with their starting points;
- Interventions monitored on a half termly basis – if not appropriate before that point they are reviewed earlier and changed;
- Whole school and individual children's provision mapped. This is reviewed half termly, updated and amended as necessary and shared with all staff working with the individual child;
- School questionnaires and verbal feedback provided examples of positive feedback from SEN pupils and their parents;
- Parents of children on SEN register have met the SENCO;
- An extremely positive Ofsted report April 2023 stated:

'Staff help pupils with special educational needs and/or disabilities (SEND) to overcome any barriers that they have to learning. Staff use a range of strategies to help pupils succeed. For example, staff provide special resources or extra help when necessary. Leaders use guidance from external agencies very well to support pupils with SEND.'

Priorities for 2023/2024 in respect of provision for SEN/D pupils:

- Continue to interrogate data relating to progress of specific groups of children through need and implement appropriate action;
- Conduct monitoring meetings with Teaching Assistants leading interventions, regarding pupil progress, extend this so that teachers liaise fully with TAs;
- To ensure teachers monitor IEP target sessions and SENCo where appropriate;
- Track achievement of vulnerable children;
- Assess the impact of behaviour support/family support on achievement;
- To continue to look for opportunities to include children with SEN in extra-curricular and enrichment activities;
- To smoothly implement the education, health care plans (EHC plans) and SEN Support Plans and provide advice and support for parents;
- To embed a THRIVE approach across the school;
- To continue to upskill teaching and support staff with ASD and ADHD support;
- Upskill teaching and support staff with dyslexia and dyscalculia friendly multi-sensory approaches to their teaching;

Under the Equality Act 2010 schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish an accessibility plan to promote equality of opportunity for disabled pupils' which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

These prompts aim to aid schools in reporting upon the impact of their Accessibility Plan.

Accessibility Plan November 2023-2025.

These prompts aim to aid school in reporting upon the impact of their Accessibility Plan:

- *Improving the Delivery of Written Information at Belmont School*
- *Improving the Curriculum Access at Belmont School*
- *Improving the Physical Access at Belmont School*

Numbers of children/young people with disabilities and medical needs within the school

Pupils with disabilities and medical needs make up a very small percentage of the school currently. The school liaises with CAMHS, Health and Occupational Therapy and Physio Therapy Services regarding any specific resources required by pupils. Hearing and Visual Impaired Services. Health care Providers and school nurses also support with care plans, training/visits and advice.

All pupils are supported in making contributions to their annual SEN review. All pupils are treated equally in regard to admissions, irrespective of their disabilities. When timely, pupil's views are also sought along with parent's views.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

At Belmont School we have an 'Open Door' and welcome involvement and questions from parents at any time. All Parents and Carers are invited to be involved in regular reviews of their child's progress by attendance at Parent Consultation Evenings, Structured Conversations and Curriculum Evenings. For children with an EHC Plan needs there is also an Annual Review meeting. We endeavour to have the local SEN link officer present at the meetings and Parent Supporters if parents are using the Parent Support Service. For those children with an EHC Plan the receiving Secondary School SENDCo is invited to the review and to meet the parents of the young person.

We believe that it is of vital importance for Parents and Carers to play an active role in the education of their child. Over the course of a school year, we run information workshops for Parents and Carers and send out regular newsletters and termly topic letters. (*The workshops have taken place socially distanced or have been moved online where this is appropriate to do so*).

We have communicated to parents at Belmont Primary and would hope that any issues should be first brought to the attention of the Class Teacher. If Parents/Carers are still unhappy after this then they should make an appointment to see the Headteacher so that the issue can be resolved.