



SEND Information Report

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Document History

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Approval Date	December 2024
Review Period	2 years
Review date	December 2026

Version History

Version	Date	Changes
1	19/01/2022	To reflect current SEND information
2	December 2024	To reflect current SEND information

List of Abbreviations Used

SENCo	Special Educational Needs Coordinator
LA	Local Authority
SEND SS	Special Educational Needs Support Service
SEND	Special Education Needs and Disability

What specialist services and expertise are available at, or accessed by, the school/setting?

- Blackburn with Darwen SEND Support Service support a range of learning needs and have advisory teachers who help advise on Developmental Language Disorder, Hearing Impairment, Visual Impairment, Cognition and Learning and Autism Spectrum Disorder.
- Educational Psychology Team
- Social Services
- NHS Speech & Language Therapy Team
- School Nurse

What training and experience have the staff supporting children and young people with special educational needs and/or disabilities had, or are having?

All staff have received some training related to SEND.

These have included sessions on:

- Meta Cognitive Strategies in the Classroom
- Adaptive Teaching Strategies
- Quality First Teaching
- How to support pupils with a diagnosis of Dyslexia
- How to support pupils with Developmental Language Disorder
- How to support pupils on the Autistic Spectrum
- Basic First Aid, Asthma and Allergy training

Some of our staff have had training in the assessment and delivery of strategies to:

- Improve Motor Skills
- Improve Health and Well Being
- Manage Behaviour
- The use of relaxation techniques

Mrs Smith has the National SENCo award. She is trained in the 2014 SEN Code of Practice and the use of Education Healthcare plans.

Mrs Bowden has received Child Protection training.

Mrs Bowden and Mrs Evans have received ELSA training.

How do you know if my child/young person needs extra help?

We know when pupils need help if. ..

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- There is a lack of progress
- Poor test scores or assessments carried out show areas of need
- There is a change in the pupil's behaviour
- A pupil asks for help

What should I do if I think my child/young person may have special educational needs?

If you have concerns please contact your child's class teacher, Mrs Smith (SENCo) or Mr Johnson (Headteacher).

How will staff support my child/young person?

If a pupil has needs related to specific areas of their education or social skills, such as spelling, handwriting, maths & english skills etc. the pupil may be placed in a small focus group. This will be run by the teacher, teaching assistant or a trained volunteer. The length of time of this intervention will vary according to need. The impact of the interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on a provision map. This is a record of the interventions, timings and cost of the intervention. If you have any queries related to the interventions please do not hesitate to contact your child's class teacher or our SENCo.

Pupil Progress Meetings are held three times a year. During these meetings the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the SEND Support Service. Referral forms are then completed in consultation with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Some pupils will be given an Individual Education Plan (IEP) which will be drawn up by the class teacher and SENCo. It will be differentiated accordingly to suit the pupil's

individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources.

How will the curriculum be matched to my child's/young person's needs?

Teachers plan from children's levels, differentiating work to closely match each child's ability and learning needs.

Adaptive teaching practices are used to ensure that all children can access learning and make progress.

When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

How will teaching approaches be modified to support my child/young person?

Every teacher at Belmont strives to build an inclusive environment through quality first teaching strategies.

A teaching assistant may be allocated to work with the pupil on a 1-1 basis or within a small focus group to target specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, computer programs to develop specific skills, concentration cushions, pen/pencils grips or easy to use scissors.

How will both you and I know how my child/young person is doing?

You will be able to discuss your child's progress at Parents' Evenings and Parents' Hours.

If you wish to raise a concern at another time, appointments can be made to speak in more detail to the class teacher, SENCo or Mr Johnson by contacting the school office.

IEPs (Individual Education Plans) are sent home twice yearly.

Targets are usually set by the class teacher, sometimes informed by assessments carried out by outside agencies.

Parents/carers are encouraged to contribute their input to be included on the IEP.

How will you help me to support my child/young person's learning?

Teachers suggest ways of supporting all children's learning during the Parents' Information Evenings and through regular homework which is matched to your child's needs.

The class teacher may suggest additional ways of supporting your child's learning through a note in the reading contact book, via the class DOJO or at parents' evenings.

The Class Teacher or the SENCo may arrange to meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at an in-school review.

Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.

Parents' Hours are held half termly to discuss any concerns.

What support will there be for my child's/young person's overall wellbeing?

Belmont is a small, rural school which offers a positive, caring and nurturing approach to all pupils.

Members of staff such as the class teacher, teaching assistants and SENCo are readily available for pupils who wish to discuss issues and concerns.

The school runs wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management when necessary.

The school keeps a log of any incidents in school as part of our anti-bullying strategy.

Pupils who find lunchtimes a struggle are given a buddy and supported by caring welfare staff. We also run lunch time clubs.

The school regularly accesses support from the School Nurse who is able to signpost NHS services as required.

Pupils with medical needs

If a pupil has a medical need, a detailed Care Plan is compiled with the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Where necessary, and in agreement with parents/carers, medicines are administered in school on completion of a medication form under our Medicines Policy.

This can be viewed on our school website.

What activities will be available for my child/young person?

Activities and school trips are available to all.

The school has a wide range of extra-curricular activities, which are open to all pupils.

Risk assessments are carried out and procedures are put in place to enable all children to participate. The location of a trip will be chosen carefully to ensure the needs of the children participating are met.

If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How will you prepare and support my child/young person during transitions?

Belmont Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible:

On entry

- We have a small reception class, intake 15 children, and a high ratio of staff to children with a full time teacher and teaching assistant. This enables our staff to give your child a very good start to their schooling whatever their need.
- A planned programme of visits in the summer term for pupils starting in September including a "Play and Stay".
- Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Reception Teacher responsible for the Foundation Stage, Mrs. Davis, visits children in their pre-school setting where a concern is raised.
- In some circumstances, individual arrangements may be made for starting school such as extra visits.

Moving class

- Each summer term the children moving into a new class spend a morning in their new setting and with their new teacher.
- Children moving from Foundation Stage to Year 1 will have a series of lessons in their new classroom with their new classmates during the summer term.

Secondary transition

- The Year 6 teacher works with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCo liaises with or meets the SENCos from the secondary schools to pass on information regarding SEN pupils.
- Children attend a transition day particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.

Mid-year transition

- Currently we give all children a tour of the school with their parent/carer.
- We introduce children to their new teacher and show them where they will put their coats etc.
- We agree the start date.
- In certain circumstances, such as the child not having attended school before, special starting arrangements may be agreed.
- We contact the previous school for the child's records.
- Where there are concerns the SENCo will be contacted and a meeting can be arranged.

How are resources and equipment allocated and matched to my child's/young person's needs?

The school has a range of resources to support children with additional, specific needs.

Additional resources are sometimes needed. These are discussed with the parents and child, and purchased from the SEN budget where possible. However, as a small school it is sometimes necessary to work with the local authority to facilitate the purchase of more expensive equipment for individual pupils with specific needs.

As a school we are happy to discuss individual access requirements.

Current accessibility facilities include:

- An entrance which is wheelchair accessible
- Toilets adapted for disabled users
- No steps within the building

We have an up to date Accessibility Plan which is reviewed to support specific needs as needed. (See our school website www.turtonbelmont.co.uk)

How are decisions made about what type and how much support my child/young person will receive?

The class teacher, SENCo and Headteacher, together with parents/carers, will agree the level of support needed.

This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupil's needs.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, other interventions will be arranged and relevant services will be involved.

For any further questions please do not hesitate to contact our school on

Tel: 01204 811226

Email: office@turtonbelmont.blackburn.sch.uk