



Belgrave Primary School

Special Educational Needs and Disability Policy

October 2022

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Special Educational Needs and Disability Policy

Aims

- To create an environment to meet the needs of all children;
- To develop inclusive practice;
- To identify the roles and responsibilities of all staff;
- To employ a range of learning styles to meet the diverse needs of children.

This policy is a statement of the aims and strategies for making provision for pupils based on the SEND Code of Practice 0-25 years September 2014. This provision includes the identification of pupils with special educational needs. We recognise that some children will have SEND and will need particular learning assessments and provision. Please refer to Associated Regulations.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- This policy was created by the school's SENDCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Funding

- Schools have a notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide, high quality appropriate support from the whole of its budget.
- Schools pay the first six thousand pounds for any child with specific additional needs that cannot be met from the notional SEND budget. School are not expected to meet the further costs of the more expensive support from their core funding and individual 'top up' funding or an EHCP may be allocated by the LA.

Strategies for the Teaching of SEND to Fulfil Aims

- To create an inclusive learning environment which is sensitive to the needs of all pupils;
- To ensure that the special educational needs of children are identified, assessed, provided for, maintained and reviewed regularly.

- To adapt the curriculum to meet the child's needs enabling them to access a broad and balanced curriculum.
- If an Individual Education Plan is needed, this should be shared with and signed by the parent. Individual Plans are reviewed at least termly, usually in October, March and July.
- Each child with identified Special Educational Needs will have an individual folder both paper and electronic; stored securely.
- Teachers will provide guidance for parents with tasks given for the holidays and resources used to support learning.
- Class teachers and Teaching Assistants will have a copy of the Individual Education Plan.
- The Individual Education Plan should make clear what the responsibilities are for members of staff.
- Children will be involved in reviewing and evaluating their targets.
- Class teachers and Teaching assistants will implement and review provision and outcomes on a termly programme for all children with an EHCP (Educational Health Care Plan) or Statement (Welsh Local Authorities)

Role of School Governor for Special Education Needs

Named Governor: Neil Stacey

The named governor will take a particular interest in the school's Special Educational Needs Policy and provision. The Governing Body will, on an annual basis, consider and report on the school's effectiveness on behalf of children with SENDD.

Role of the Special Educational Needs Co-Ordinator

- To ensure that the policy is implemented and will communicate with pupils, staff, parents and outside agencies;
- To inform the Governing Body how training to support SEND is allocated;
- To oversee provision by working with the class teacher, identifying needs, monitoring progress, providing guidance and advice to support the pupil;
- To keep copies of all documentation, a register of children with identified SEND needs under the following broad areas;
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical
- To liaise with agencies;
- To ensure colleagues are informed about initiatives and share training opportunities.
- Ensure Annual Review documentation is completed within timescales.

Role of the Class Teacher

The class teacher is in a key position to observe, identify and recognise if a child is experiencing difficulties. All teachers are teachers of children with SENDD and are

responsible for differentiating the curriculum, adapting approaches and learning styles, and providing “quality first” teaching.

The class teacher will need to:

- Have clear objectives;
- Work closely with SENDCO;
- Differentiate appropriately;
- Use assessment to inform the next stage of learning.

Role of SEND Teaching Assistants

The teaching assistant will liaise with the class teacher and support learning linked to Individual Plans, EHC plans and differentiated objectives. Support may be based in class, 1:1, group, in a small room away from the whole class or in The Honey Pot (Intervention/nurture room). The class teacher indicates specific activities and tasks on planning. Teaching Assistants keep detailed records of progress made by individuals, this is discussed with class teachers and then with the Head teacher at progress and review meetings. The information is then analysed each term by the SENDCO to ensure the needs of the children are being met and that support is having impact. Interventions will be changed or adapted if they are not supporting progress. Consideration is given to when interventions take place – not isolating child from their class group. Interventions are also provided by class teacher.

Consultation

The school recognises that an effective partnership with parents is essential in all aspects of school life. For parents with children with special educational needs this is especially important and good communication is prioritised. Parents will receive a copy of all plans and the meetings are an opportunity to review the child’s progress and provision and to share information.

Parents and Carers consultation is integral to the school’s self-evaluation. The SEND policy is on the school’s website. Parents and Carers are consulted about changes to SEND within school. Parental input and feedback is implemented into our practice.

Special Educational Provision is that which is additional to or different from what is provided to all.

The **identification of a need** will require teachers to collect information to give an overall picture of a child’s strengths and weaknesses. When a child has received appropriate experiences and there continue to be concerns by parents or teachers which may relate to:

- Progress – making inadequate progress despite high quality teaching targeted at their area of weakness. A child may receive targeted support as an intervention and not be considered to have a special need;
- Communication or interaction;
- Cognition and Learning
- Social, mental and emotional health;
- Sensory and/or physical

Children may have needs that cut across all these areas and their needs may change over time. At Belgrave we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also consider what is **NOT SEND** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Definition of Adequate Progress

This definition is useful when reviewing an Individual Plan (IP).

- The attainment gap between child and peers is significantly less;
 - The Individual Plan has been effective in preventing gap widening;
 - The child is similar to some peers but less than majority;
 - Progress has improved;
 - Child has full access to curriculum;
 - Child has demonstrated an improvement in self-help, social or personal skills.
- The majority of children with SEND will have their needs met within mainstream schools.

Graduated Approach to SEND support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching.

At Belgrave we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Termly assessments, Progress and Review meetings, lesson observations and ‘drop ins’ support our self-evaluation and monitoring of teaching and learning. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If there are concerns, the teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, we draw on more specialised assessments from external agencies and professionals, this may include Speech and language, The Autism team, School health, Occupational health, Paediatrician and other agencies. Parents and Carers are always consulted and permission is sought prior to the involvement of outside agencies.

Parents and Carers are always invited to an initial meeting to discuss progress and a decision is made to place pupils on the register. An Individual plan will be written and agreed with parents. This uses the **ASSESS – PLAN - DO – REVIEW cycle**. Parents and Carers are invited to additional meetings to review progress, this is termly. Children can be taken off the register if children have made adequate progress.

The Graduated Response must be followed in order to have evidence for individual top up funding or statutory assessment which may result in a Statement of Educational Needs Educational Health Care (EHC) Plan. If a child receives an EHCP their needs must be reviewed annually. This is called an Annual Review and there are LA formats to follow. Agencies involved with the pupil will be invited to the Annual Review and views will be sought. This process is the same for children in receipt of Top Up funding. The school will also monitor progress according to the school's Special Needs Policy and the Assessment Policy.

Belgrave's Honey Pot is a quiet, nurturing and calm space in school which enables us to meet children's learning and sensory needs in way that can be adapted and flexible to meet their individual and changing needs. This intervention room enables us to be able to deliver our curriculum in a personalised, multi-sensory and structured approach. Our aim is to provide a unique learning base where children can thrive whilst developing their independence and confidence across the curriculum. Individual targets will be explored and supported with a strong emphasis on engaging and motivating the child's learning journey in a positive and fun way.

Managing Pupils on the SEND register

The Class teacher has responsibility for assessing, planning, delivering, reviewing and recording the provision for children on the SEND register in their class. The class teacher is supported by the SENDCO.

Targets are measurable and referred to as 'Learning Goals'. An outline of the Intervention/Activity and support is included on the Individual Plan.

The Individual Plan is reviewed and evaluated each term. Parents and Carers are invited to a meeting to review progress. We value the pupil voice, all children are involved in reviewing their termly targets, this is either through scaling or age appropriate strategies.

Children with top up funding or a statement have additional information which includes; a Child Profile, Provision map, Outside Agency involvement and Pupil Progress Information. Post Review information will also be completed annually. This is completed by the SENDCO and class teacher with reference to outside agency advice. Parents and Carers have a section 'Our Story' to complete. The opinions of the child are always included and recorded within the review.

If Belgrave is unable to meet the needs of a pupil, we would seek support and guidance from outside agencies including Cheshire West and Chester Assessment and Monitoring Team.

Supporting Pupils and Families

Our school website has a link to the LA local offer which is guidance and support for Parents and Carers. This contains links with other agencies to support the family and pupil.

Our school has an SEND Information report which outlines our school approach to supporting children and families with SEND. This is on the school website or available via the school office.

Belgrave's Accessibility Plan is also available on the school website.

If children require additional time or support to complete assessments at the end of key stages the SENDCO would complete the necessary assessments and application process.

Transition between classes, across key stages and to another school are planned to meet the needs of the individual. This may include additional visits, TA support and preparation time, photographs, and follow up support.

Belgrave School follows Cheshire West and Cheshire's policy on managing the medical conditions of pupils; this is available on the school website or via the school office.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The SENDCO's will liaise with the Education Access Team (Cheshire West and Chester) for children with medical needs.

Resources and Training

All documentation from the LA can be accessed on the Cheshire West and Chester website.

Resources are kept in designated areas around school e.g. Blue Room, PPA Room. The school's SENDCO regularly attend Cheshire West and Cheshire's network meetings and training. We also ensure that teachers and teaching assistants attend additional training run by outside agencies, such as The Autism team or Health Services.

Storing and Managing Information

Electronic versions of children's Individual Plans or EHCP are kept securely on the school system.

A paper file for each child is kept in the SEND cupboard in the PPA room in a locked cupboard.

All paperwork is kept in line with the school's confidentiality policy. Documents are passed securely onto the next school following liaison with the SENDCO for the feeder school.

Assessment, Record Keeping and Reporting

(Please refer to School's Policy on Assessment, Record Keeping and Reporting)

Termly assessment and record keeping support the learning process and enable us to monitor progress.

Accessibility

Statutory Responsibilities

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Belgrave's Accessibility plan is available on the school's website or via the school office.

Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We recognise that some vulnerable children may be at risk of bullying. We ensure a thorough PSHE curriculum is taught to all pupils which is based on the No Outsiders ethos, use the SEAL scheme (Social and Emotional Aspects of Learning) and also the Christopher Winter schemes for RSE (Relationship and Sex Education) and Drug and

Alcohol awareness. Additional PSHE groups are run by Teaching Assistants which explore themes such as friendship, confidence, self-esteem, getting on and falling out. We have a trained ELSA (Emotional Literacy Support Assistant) to support our more vulnerable children. The ELSA receives supervision from a CWAC Educational Psychologist each half term.

We recognise that some pupils may need specific approaches e.g. pupils with ASC, social communication differences. We would ensure group or 1:1 support if given to the child and shared with Parents and Carers. We take the safeguarding of all our pupils very seriously. The schools designated Leads for safeguarding are Juliette Benton and Lynne Taylor.

Please refer to the schools Anti-bullying policy.

The school's website has a link to the government's most recent SEND information guide for parents.

This policy will be reviewed annually.

Appendices

Appendix 1: Belgrave Primary School. Pupil Voice. KS2 SEND Document.

Appendix 2: Belgrave Primary School. Pupil Voice KS1. SEND Document.

Appendix 3: Belgrave Primary School Individual Plan (Termly Targets Assess, Plan, Do, Review)

Appendix 4: EDUCATION, HEALTH and CARE (EHC) Plans explained

Appendix 5: Belgrave School SEND Information Report

Appendix 1:

Belgrave Primary School. Pupil Voice. KS2 SENDD Document.

Name:

Year:

Use the scale to show how you feel about your targets this year.

1

10

my target!

Not Achieved

I feel I have really achieved

October

Target 1: 1 2 3 4 5 6 7 8 9 10

Target 2: 1 2 3 4 5 6 7 8 9 10

Target 3: 1 2 3 4 5 6 7 8 9 10

March.

Target 1: 1 2 3 4 5 6 7 8 9 10

Target 2: 1 2 3 4 5 6 7 8 9 10

Target 3: 1 2 3 4 5 6 7 8 9 10

July

Target 1: 1 2 3 4 5 6 7 8 9 10

Target 2: 1 2 3 4 5 6 7 8 9 10

Target 3: 1 2 3 4 5 6 7 8 9 10

Belgrave Primary School. Pupil Voice. KS2 SENDD Document.

Which target are you most proud of achieving this year?

What target do you think you need to work on next year?

What can we do to help you achieve that target?

Appendix 2

Belgrave Primary School. Pupil Voice KS1. SEND Document.

Name: Year: Colour in the smiley face to show how you feel about your target.

October.

Target 1:



I found my target difficult.
I have achieved my target!

I still need to work on my target.

Target 2:



I found my target difficult.
I have achieved my target!

I still need to work on my target.

Target 3:



I found my target difficult.
I have achieved my target!

I still need to work on my target.

*Print on landscape orientation

| Termly Learning Goals (SMART Targets) | | | |
|--|----------------|---------------------------------|----------------------------|
| Date | Learning Goals | Intervention/Activity / Support | valuation |
| July-October (Transferred from previous year's plan) | | | October: |
| | | | |
| | | | |
| October to March | | | March: |
| | | | |
| | | | |
| March to June | | | June: |
| | | | |
| | | | |
| Targets for next year group set at June meeting (copy to new plan) | | | To be evaluated in October |
| | | | |
| | | | |

Appendix 3

SENDP Pupil Individual Plan

Belgrave Primary School

Name of pupil:

Date of Birth:

Year group:

*Print on landscape orientation

Appendix 4:



EDUCATION, HEALTH and CARE (EHC) Plans explained

Education Health and Care Plans

An EHC plan will replace the current statement of Special Educational Needs and Learning Difficulty Assessments. The plan will be a legal document describing a child or young person's needs, what should happen to meet those needs and the suitable educational provision. The plan must be person centred, focusing on the needs and hopes of the child or young person. The EHC may continue after the age of 16, into further education and training, and, for a small group of young people with complex needs, up to the age of 25 years.

How does an EHC plan differ from a Statement of Special Educational Needs?

- The child or young person is at the centre of the assessment of their needs and of the EHC plan
- All professionals working with the family will make sure that the family are involved in the planning process
- Parent carers participate in developing and evaluating the EHC plan and pathway
- Parent carers have increased choice and control through access to a personal budget
- There is transparency and openness in regard to all parts of the process
- Plans focus on the desired outcomes or results with a clear view of how resources will be allocated
- The time scale proposed to produce an EHC plan is 20 weeks instead of the current 26 weeks for a statement

Who will have an EHC plan?

A child or young person who currently has a Statement of SEND will have an EHC plan unless they no longer need this level of support. A young person with a

Learning Difficulty Assessment (LDA) may apply to the Local Authority for a transfer to an EHC plan. For children and young people new to the SEND statutory process the SEND Code of Practice says that “a Local Authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with the EHC plan. This is likely to be where the special educational provision required to meet the child or young person’s needs cannot reasonably be provided from within the

resources normally available to mainstream early years' providers, schools and post 16 institutions." (SEN CoP 9.3)

An assessment for an EHC plan should not normally be the first step in the process and should follow on from planning already undertaken with parents and young people and the education setting. The majority of children and young people with SEND and disabilities will have their needs met within local mainstream settings, schools or colleges.

When does the authority decide to conduct an assessment of education, health and care needs?

The local authority will conduct an assessment of education, health and care needs when it is considered that it may be necessary for special education provision to be made for a child or young person through an EHC plan. "In considering whether an assessment is necessary the Local Authority should consider whether there is evidence that despite the early years provider, school or post 16 institute having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress." (SEN CoP 9.13)

The Local Authority will consider the following when making a decision whether to conduct an assessment

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child or young person's SEND
- Evidence of the action already being taken by the early years provider, school or post 16 institution to meet the child or young person's SEND
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support at a sustained level over and above that which is usually provided
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies
- Where a young person is over 18 consideration will be given to whether the young person requires additional time, in comparison to the majority of others of the same age who do not have SEND to complete their education or training.

Who can request an EHC assessment?

These can be requested by:

- Child or young person's parents (or someone on their behalf)
- A young person over the age of 16 and under 25 (or someone on their behalf)
- A person acting on behalf of a school or post 16 institute

In addition, anyone else can bring a child or young person who has SEND to the attention of the local authority e.g. foster carers, social care professionals, early years practitioners, youth offending teams. This should be done with the knowledge and agreement of the child's parent or the young person.

What happens if the local authority decides that an EHC plan is not necessary?

If following assessment, the local authority decides that an EHC plan is not necessary it must inform the parents or young person; the early year's provider, school or post 16 institute currently attended and the health service and give the reasons for the decision. This must take place within 16 weeks of the initial request. Information gathered during the request or assessment will have indicated ways in which the setting, school or college can meet the child or young person's needs from within available resources through early years, school or college based support. The SEND team will offer to facilitate a meeting with the education provider, parents and/or young person to look at the provision that can be put into place from these resources.

What if a parent or young person does not agree with what has been decided?

An SEND Officer will give parents and carers details of rights to appeal and details of informal and formal mediation and next steps



Belgrave School SEND Information Report

How does Belgrave School know if children/young people need extra help and what should I do if I think my child/young person may have special education needs?

At Belgrave we may use any of the following to identify Special Needs:

- On-going formative/summative assessments.
- Progress against own starting points.
- Discussion with school's Special Needs Co-ordinator.
- Early identification, respond to child's needs before involving or accessing outside agencies.
- Liaison with outside agencies.
- Information from parents.
- Attainment against age expected level descriptors.
- Liaison with previous settings/schools.

If you have any concerns about your child, please contact Juliette Benton (Head teacher) or Lynne Taylor (SEND co-ordinator) We will arrange to have a meeting at a mutually convenient time to discuss your concerns.

How will Belgrave School staff support my child/young person?

- Adapt the curriculum.
- Meet individual needs e.g. area of special interest, strengths of pupil.
- 1:1 intervention/programme.
- 1:1 support in class from Teacher (T) or Teaching Assistant (TA).
- Group support in class from T or TA.
- Group withdrawal from class with T or TA.
- Individual withdrawal from class with T or TA.
- Booster groups.
- Focus groups.
- Focused homework.
- Additional holiday homework.
- Liaison with parents about ways to support at home.
- Social skills groups.
- ELSA groups (Emotional Literacy Support)
- ELSA 1:1
- Support parents with outside agencies/meetings, will accompany if needed.
- Search for barriers to learning.

- Set and review targets on an Individual Plan for your child. (We will share this with you and your child)

Our SEND Governor liaises regularly with our SEND Co-ordinator. Their role is to analyse our provision and ensure we are meeting legal requirements.

The school publishes all data from Standard Testing in Years two and six; this includes results for all pupils in the cohort, this is available on our website.

We assess Verbal and Non-Verbal Reasoning in Years four and six.

Each term we monitor interventions and individual pupil progress through liaison with Teachers and Teaching Assistants. We look at the progress that children have made and adapt the support we provide where needed.

We listen to your child and value their opinion. Each term we will review and set individual targets together. We encourage pupil voice through scaling how well they feel they have achieved their targets on their individual plans.

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

- At Belgrave we ensure all learning is through Quality First Teaching this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress. Staff have the highest possible expectations for your child and all pupils in their classes.
- Teaching and Learning is differentiated to meet the needs of all children. This may be through specific support, adapted tasks or expectations and using a variety of teaching styles or strategies.
- We are an inclusive school; we teach to meet individual needs. As a school we are sensitive to children and staff being individuals and we are aware that we can promote inclusive education and that educational outcomes may be influenced by factors outside the school's control such as a person's gender, social, cultural background, ability and special needs.

Belgrave Primary School's approach to inclusion is addressed in several individual policies, including our Inclusion Policy.

The policies provide guidance to ensure the following:

- Continued monitoring of the school's resources to avoid the use of stereotype materials.
- Identification systems are in place to assess the needs of all pupils.
- The curriculum is delivered to the children by differentiated learning activities where appropriate.
- Adult expectations of each child are high, individualised and free from bias.
- The governors and staff monitor school life and practices to ensure every child has equal access to the curriculum and extra-curricular activities.
- The children are involved in discussing the real issues of fairness, bullying and inequality in society e.g. through curricular work in PSHE and RSE.
- We follow the 'No Outsiders' approach to ensuring all of our children are aware of the Equality Act and that our whole school community is inclusive to all.
- We aim, through implementation of our Special Needs Policy, to ensure that all children have equal access to all areas of the curriculum.

- We aim to develop an awareness of the range and variety of abilities that people possess and to foster a positive attitude towards the differing needs of others. We aim to be aware of, and to challenge negative attitudes, towards those with learning difficulties, above average ability or physical disadvantage.
- We aim to ensure that every area of the school is as accessible as possible to all children.
- We aim to ensure that each child is physically safe and feels secure whilst moving around within the school environment. (Refer to Accessibility Plan)

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We believe communication is valuable and would be available to meet with you in addition to the following:

- Termly meetings where we will look at how your child has met the specific targets on their Individual Plan, how we helped them to achieve their targets and to set new targets. We value your input within these meetings.
- Multi-agency meetings if appropriate. (Involvement of any other agencies e.g. Speech and Language, Autism Team, Occupational Therapy, Educational Psychologist)
- Some pupils have weekly parental/teacher meetings linked to Individual Plan targets or weekly progress.
- Prospectus, website, home school books, planners, letters.
- Parents and Teacher meetings in November and March/April where we look at your child's progress in more detail, including attainment against national age related expectations or their own previous attainment.
- Annual Reports in the second half of the Summer Term. Following the receipt of the report there is an opportunity for feedback and a meeting to discuss the report.
- We also hold regular workshops to inform you about how we teach different aspects of English and Maths; this includes ways to support your child at home.
- Class Web-pages share expectations and objectives for each year group.
- Dojo posts will share learning from during the week to enable discussion about what your child has been doing in school.

What support will there be for my child's/young person's overall well-being?

In our school the teaching and learning, achievements, attitudes and well-being of every child are important and are included in our vision statement. We ensure that we take the experiences and needs of all our children into account when planning for learning.

All staff aim to ensure that children and young people:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a curriculum that allows for a range of different learning styles;

- have challenging targets and clear next steps that enable them to succeed;
- are encouraged to participate as fully as possible, regardless of disabilities or medical needs.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively

- All pupils with a medical condition or food allergy have their own 'medical care plan' which is kept in the staff room.
- Any pupils with a medical care plan are identified by photographs on the staff notice board and the school kitchen. Care plans are reviewed and written annually in partnership with parents.
- Only named medication in the original container can be given. The dosage and instructions need to be on the container.
- If a pupil requires short term medication such as antibiotics or other medications parents need to fill in a digital consent form to allow a staff member to administer the medication.

What specialism services, experience, training and support are available at or accessed by Belgrave School?

- We access support from a wide variety of external agencies, including; School Health, The Autism Team, CAMHS, Educational Psychologists, Specialist Teacher for Hearing Impaired, Specialist Teacher for the Visually impaired Occupational Therapy, Speech and Language Therapy and Family Support workers.
- External agency support may be; direct one to one interventions, advice for school, advice for parents and programmes for school or home to follow or to seek further support or advice from different agencies.
- We attend training as individuals or as a whole school team. This will often be in response to advice from external agencies or in response to the needs of children/young people. When individuals attend training or have an area of expertise they will cascade information to other staff.
- Staff with different specialisms share good practice through peer observations.

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

- 2021-22: ELSA supervision; half termly support and advice for ELSA lead with all aspects of Social and Emotional support. 2nd ELSA training and supervision. Autism Team half termly cluster training. Half termly cluster training sessions with LA SENDCo group. CAMHS consultations. LD CAMHS direct intervention and support. Digital Hub training. Visual Impairment training, Hearing Impairment training, EEF SEND best practice, the Engagement Model. Safe Handling and de-escalation. CDSSG consultation, CDSSG cluster meetings. Trauma Informed approach-enabling children to learn, Epilepsy training, Diabetes training, Virtual schools conference, Flintshire inclusion team, Adoption support consultation, Trainee Play Therapist
- 2020-21: ELSA supervision; half termly support and advice for ELSA lead with all aspects of Social and Emotional support. Children's Emotional Well-Being and Mental Health. Autism Team half termly cluster training. Half termly cluster training sessions with IGNITE SENDCo group. Educational Psychologists

consultations. CAMHS consultations. LD CAMHS direct intervention and support. Digital Hub. Visual Impairment training (6 session course for 3 staff), Our Ways of working Recovery, EEF SEND best practice, the Engagement Model. Team Teach and de-escalation. CDSSG consultation, CDSSG cluster meetings. Engagement Model training.

- 2019-20: ELSA supervision; half termly support and advice for ELSA lead with all aspects of Social and Emotional support. Children's Emotional Well-Being and Mental Health. Autism Team half termly cluster training. Half termly local cluster meetings with other SENDCO's to share best practise. Half termly cluster training sessions with IGNITE SENDCo group. Educational Psychologists consultations. CAMHS consultations. LD CAMHS direct intervention and support. Attachment training. Digital Hub. SMART provision. Overcoming barriers to Mainstream Education. Best Practice for Attachment. CAMHS focus on SEMH and Attachment. Pre-Key Stage assessments.

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

- School would have a meeting with parents and children/young people to discuss the accessibility of the trip. We would discuss the itinerary for the trip or residential and make necessary adaptations for inclusion. An individual plan or Risk Assessment may need to be written.

How accessible is Belgrave School's environment?

- All access specifications were met in the 2011 building refurbishment. This includes an accessible toilet, ramps and railings and intercom at the entrance to school.
- Our hall has a surround sound audio system. Acoustic survey (March 2014) showed that our classroom environment was good and within the recommended standards.
- We have used interpreters when necessary to communicate with parents whose first language is not English.
- We provide space for specific Sensory needs such as a quiet room to work in away from the class.
- We use a hearing radio aid linked to individual hearing aids.
- School has adaptations to the environment to make it accessible for children with vision impairment.

How will Belgrave School prepare and support my child/ young person to join the school and transfer to a new setting / school?

- We have good links with local high schools to ensure a positive transition from Key Stage Two to Three. This includes visit days and sessions at the high school in years five and six. Staff from the high schools also come to Belgrave to work with the children/young people.
- We have good links with our main feeder nursery, playgroup and other pre-school settings. This includes visits for the children, parental meetings, home visits and liaison with staff.
- Liaison with staff from feeder schools and when children move to new schools is essential. This includes the passing on and receiving of Safeguarding and SEND information to ensure the well-being of children/young people.

- Additional work around transition helps to prepare some children for a new setting. This may include additional visits supported by Belgrave staff.
- We have an Action for Inclusion meeting with parents, Early Years settings and external agencies.
- We offer home visits to all children as they start in reception. We will offer further home visits if needed or if circumstances change.

Examples of interventions, equipment, resources that Belgrave School may allocate to match children's/young people's special educational needs?

- Interventions are selected according to the needs of the child/young person. Many intervention programmes will be running simultaneously in different year groups.
- The interventions may be in; maths, reading, phonics, writing, handwriting, social skills, emotional skills, memory skills, behaviour, speech and language, spelling or strengthening physical needs (e.g. hand gym, visual tracking).
- Alongside the interventions we may give visual support, auditory support, additional time, additional breaks, memory aids, target setting or a specific seating area in the classroom.
- Belgrave's Honey Pot is a quiet, nurturing and calm space in school which enables us to meet children's learning and sensory needs in way that can be adapted and flexible to meet their individual and changing needs. This intervention room enables us to be able to deliver our curriculum in a personalised, multi-sensory and structured approach. Our aim is to provide a unique learning base where children can thrive whilst developing their independence and confidence across the curriculum. Individual targets will be explored and supported with a strong emphasis on engaging and motivating the child's learning journey in a positive and fun way.

How is the decision made about what type and how much support my child/young person will receive?

Teachers, Teaching Assistants, SEND Co-ordinator and parents will meet to review progress or discuss concerns. Meetings are initiated by parents, staff, agencies or are scheduled. Additional evidence will be identified or communicated through;

- Termly tracking analysed by the SEND Co-ordinator and Head teacher.
- Termly Progress and Attainment meetings used to analyse impact of the term's work and identify next steps. (All teachers and Head teacher)
- The information shared at the termly meetings with the staff and Head teacher is then analysed by the SENDCo/Head teacher. This is fed into termly cohort analysis and self-evaluation which informs the next term's provision mapping.
- Termly Individual Plan's with targets are reviewed with parents; these include evaluations and next steps.
- Interventions are planned according to needs of the child/young person. We adapt or change an intervention if it does not have a positive outcome.
- The SEND Co-ordinator will always seek parental permission prior to involving external support.

- We aim to be able to signpost you to external support if appropriate e.g. Speech and Language Drop In sessions.

How are parents involved in Belgrave School? How can I be involved?

We recognise that parents/carers and school need to work together to achieve the best outcomes for children/young people. We value our excellent relationships.

- We have workshops to support home learning.
- Dojo communicates class and individual achievements.
- Belgrave PTA is very active and helps to develop the School Community.
- Belgrave School Governors have strong parental representation.
- Belgrave School has a variety of volunteers who support learning.
- Parents assist with school trips.
- We invite parents in to school to join their child in the learning environment; this may be for taster sessions in phonics, science, maths or other areas of the curriculum.
- Parents will support children by transporting to sporting fixtures or events in different settings.

Who can I contact for further information?

Belgrave School SEND Co-ordinator is **Lynne Taylor** who is contactable at school 01244981151.

- Please make an appointment with your class teacher or our SEND Co-ordinator if you wish to have a meeting to discuss your child.
- The Local Authority's Local Offer link (Information to support SEND in Chester and Cheshire West) is on our school website.
- Complaints procedures and further information can be accessed via the Head teacher; Juliette Benton or Chair of Governors; Franck Schmidlin.
- Our SEND Governor is Rev Neil Stacey (Contactable via school)