

Belgrave School SEND Information Report 2021-22



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; Churni Jennings.
- Our SEND Governor is Rev Neil Stacey (Contactable via school)