



Bellfield Primary School – School Offer

School/setting statement here

At Bellfield Primary School we aim to provide 'Quality First Teaching' for all pupils. We ensure that our pupils with additional needs are supported through highly structured teaching and learning approaches and they are given the highest quality teaching. Pupils are fully included in all aspects of school life. We believe that all pupils can reach their full potential through structured teaching and learning opportunities and quality first teaching.

School/setting information:

Do you have a specialist designated unit / additional learning support department? *Yes (This is a school based provision for pupils who need an adapted curriculum to meet their needs, including providing them with weekly life-skills lessons. This is our Rainbow Room provision)*

Total number of pupils/learners with special educational needs and disabilities: *34*

Total number of pupils/learners receiving additional learning support: *40*

Broad areas of need that are supported

Communication and Interaction

Cognition and learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical needs

Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND:

Pupils are supported through daily 'quality first teaching' within their age appropriate year group. All classes have timetabled support from highly skilled Achievement Support Assistants to ensure pupils are provided with support at the point of contact and when needed.

Achievement Support Assistants supporting pupils with SEND are trained to either deliver Literacy intervention or Mathematical intervention. Pupils are also supported through structured reading, writing and mathematical intervention lessons outside of the normal classroom teaching schedule.

Achievement Support Assistants providing the Literacy and Mathematical support are all trained in delivering and assessing the highly structured programmes.

All support is overseen by the SEND Leader (Anna Howard).

In addition pupils within the Foundation Stage, Year 1 and 2 classes have weekly Speech and Language Therapy support from Bridge SLT. The speech and language therapist works directly with pupils, groups and provides training for the Teachers and Achievement Support Assistants delivering the speech intervention programmes.

Pupils with social and emotional and or Mental health difficulties are supported from the Emotional Well-Being Worker (Susan Puckering) and complete weekly check-ins, draw therapy, circles, friendship groups and all are overseen by the SEND Leader.

Pupils with specific physical difficulties are supported by set programmes from IPASS (Integrated Physical and Sensory Service) and the school ensures such programmes are followed in liaison with physiotherapists and occupational therapists who are key to providing the correct support.

The SEND Leader oversees the programmes and ensures that staff working directly with pupils are fully trained and that training is updated yearly, or when needed.

Pupils with specific communication and interaction difficulties (ASD and Global Delay) are supported by the school SALT (Speech and Language therapist) and the local Autism Outreach Service. Support is sought when needed but is also provided on a termly basis. The SEND Leader meets with the outreach service termly to plan targeted support for individual pupils. All ASD pupils also are part of a weekly 'Friendship Group' and work together to learn about social situations, how to deal with different situations and how to use social stories to support their understanding of the world around them.

Pupils needing an adapted curriculum are supported in your schools Rainbow Room provision. This provision has a high level of adult support in order for the pupils to make rapid progress in meeting their individual educational targets. Pupils within this provision also have weekly life-skills lessons in order to develop their abilities in life-long learning. Life skills lessons include; road safety, health and hygiene, home safety, stranger danger, cooking and food preparation lessons, visits to the local elderly residential home to play games/read stories and craft activities, learning to ride bikes (using the local adapted bikes at the park), reading a timetable, following a timetable and catching a bus. These are just some of the life-skills lessons that pupils participate in over the year.

The aims of our SEND policy and practice are to:

Provide pupils with SEND with individualised programmes of support to ensure they make the best possible progress from their starting point. To provide quality first teaching with targeted in class support with individualised learning targets that aim to provide next steps in learning.

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| What policies do you have for the identification and assessment of pupils/learners with special educational needs and disabilities? | <ul style="list-style-type: none">• SEND Policy• Accessibility and Disability Policy• Accessibility Plan |
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| <p>How will you evaluate the effectiveness of your provisions for these pupils/learners?</p> <p>What arrangements do you have for assessing and reviewing the progress of these pupils/learners?</p> | <ul style="list-style-type: none"> • Termly pupil progress meetings - all teachers involved and look at pupil progress and next steps for learners • Annual reviews for pupils with an Education Health and Care Plan • Termly discussions with the SEND Leader – looking at targets, steps achieved and next steps in learning to take place • Concerns documentation – staff collate information showing areas of concern, strategies used, changes to routines/timetable/provision • Termly ‘Small Steps’ coffee mornings – the SEND team meet with parents and pupils to talk about achievements and progress and look for ways forward and next steps in learning. Individual Education Targets are discussed at these meetings and shared with parents to ensure they are fully involved in pupil learning and next steps |
| <p>What is your approach to teaching these pupils/learners?</p> | <ul style="list-style-type: none"> • Pupils are in the first instance supported through ‘Quality First Teaching’ within their age appropriate year group • Pupils are given an IEP (Individual Education Plan) that aims to close gaps in basic skills for both Literacy and Mathematical development. Teachers are responsible for updating IEP’s and setting the next steps on their learning journey. Pupils requiring an IEP will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability. • All pupils are withdrawn at some point during the week to work on IEP targets and some pupils are withdrawn for additional specific learning programmes such as Toe-By-Toe (specifically for pupils with dyslexia or dyslexic tendencies), Language through Colour (language development programme overseen by the SALT team), Phonological Awareness training (developing early phonological skills), 1:1 Precision Reading, 1:1 Paired Reading, 1:1 Mathematical instruction, as well as delivering any physiotherapy or physical intervention support; such as finger strength development or chewing/mouth strengthening support, wheelchair skills development and fine motor skills development. • Some pupils also require 1:1 support within the classroom for specific learning difficulties. Pupils requiring 1:1 support are provided with an Education and Health Care Plan. EHC Plans are reviewed annually. Pupils with a plan are given support dependent on their level of need. All pupils receive additional top up time from the school budget to ensure all Literacy and Mathematic lessons are supported and PE sessions (for pupils with a physical disability) and lunchtime support is given for several pupils with severe medical needs. • Pupils with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENCO is responsible for ensuring all physiotherapy sessions are carried out. |

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| <p>How will you adapt the curriculum and learning environment for these pupils/learners?</p> <p>How will you provide additional support for learning to these pupils/learners?</p> | <ul style="list-style-type: none"> • The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom and a physical intervention support room for pupils with severe physical disabilities) • Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, cream coloured books, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. All pupils with identified Dyslexia will also follow a daily Toe-by-Toe intervention programme. • All pupils with ASD will be provided with a quiet learning space for 1:1 learning activities – this will usually be away from the main learning classroom in order to reduce the busyness of the classroom environment so that pupils are able to learn in a quiet, non-stimulating environment. ASD pupils also have a weekly ‘Friendship and Social Skills’ group to address any misconceptions and address needs when they arise • Pupils with specific mathematical difficulties are assessed and follow a specialised ‘Dyscalculia’ programme which focuses on developing basic mathematical skills and concepts • Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities then they will be adapted. • Access to and from the school/classroom is reviewed yearly with the help of IPASS – access is adapted when and where needed. (for example: a ramp for wheelchair access to the back entrance of the school, yellow paint markings around any steep steps/dips in the pavement and ramps for access the main school entrance and Foundation Stage area). • At times some children may require additional support from the school ‘Emotional Well-being and Behaviour support worker.’ Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations. |
| <p>What training is available to staff supporting children and young people with SEND?</p> | <ul style="list-style-type: none"> • Reading and Mathematical Intervention training is given to all Achievement Support Assistants working on a specialist programme of support. Monitoring of these programmes is done as part of the schools appraisal cycle. ASA’s liaise with the SEND Leader to ensure information sharing is key to pupil success and achievement. • All Teaching staff are trained on an annual basis with key messages, changes in SEND law and policy |

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| | <ul style="list-style-type: none"> • SEND Leader attends annual training and disseminates information to teaching staff and the SEND team • ASA's working 1:1 for pupils who have specialist care plans or specialists difficulties are kept up to date with training from outside agencies • ASA's are provided termly whole school training as part of the school professional development programme – this training is based around whole school issues but is transferable to all groups of learners • ASA's working with pupils who have Speech and/or language difficulties are given weekly training from the schools SALT and this training is on-going for as long as the child needs support |
| <p>What specialist services and expertise are available or accessed to support these pupils/learners?</p> | <ul style="list-style-type: none"> • Services include: <ul style="list-style-type: none"> Private Educational Psychologist Service – Applied Psychologies Northcott Autistic Spectrum Disorder Outreach Service Speech and Language Therapist Service – Bridge Speech and Language Therapist Service NHS Speech and Language Therapist service IPASS – Integrated Physical and Sensory Service Pupil Referral Unit – Support for pupils with behavioural difficulties Physiotherapist service Occupational Therapist Service Tweedykes Outreach Support Service (ASD support) KIDS Portage Service CAHMS |

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| <p>What activities are available for these pupils/learners, outside of the classroom?</p> | <ul style="list-style-type: none"> • <i>Pupils are fully integrated into school life and are able and encouraged to attend any out of school or extra-curricular clubs.</i> • <i>Wheelchair skills development QCA Certificate training is offered</i> • <i>Life Skills sessions – weekly</i> • <i>Botcha PE club – specialist PE programme – adapted equipment and adapted skills development for pupils with physical disabilities</i> • <i>Cycling skills on adapted bikes – summer term only</i> |
| <p>How will we prepare and support these pupils/learners when transferring to a new school or post-16 provision, or in preparation for adulthood?</p> | <ul style="list-style-type: none"> • <i>Parents, teachers and pupils are invited to attend transition meetings</i> • <i>Teachers pass on relevant information to next teacher.</i> • <i>Year 6 EHCP transitions, staff from the chosen secondary are invited to attend meeting</i> • <i>Where appropriate children will spend time in their new phase before transition</i> • <i>Year 6 pupils are part of the Secondary Transfer system and will have a visit to the school prior to their attendance – sometimes they are invited to attend a weekly transfer session for 4 weeks prior to their transition week at the end of the Summer Term</i> • <i>ASD pupils and those with Global Delay will have a picture/photograph book sent home for the summer holidays – the book will show them their new classroom, teacher, place to site, where their belongings are kept, toilets and any new equipment they will use in the classroom. Pupils will also have ample opportunities to visit the classroom and meet with the teacher prior to the transition week that the whole school participate in for the last week of the school year</i> |
| <p>How will parents/carers be involved in discussions about and planning for their child's education?</p> | <ul style="list-style-type: none"> • <i>Termly 'Small Steps' Coffee mornings – meeting with the SEND team and conversations around pupil progress, achievements and next steps</i> • <i>Pupil Passports are used to gather information about pupils, parents, support and medical needs</i> • <i>IEP targets are discussed with the pupil and parent as part of the SEND Coffee mornings</i> • <i>Informal meetings with parents when requested</i> |

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| | <ul style="list-style-type: none"> • <i>Interim reviews for new EHC Plans – 6 weeks after the plan has been issued – check in with the parent to talk about how the pupil has settled into the school, additional support needed for parent and pupil</i> • <i>From time to time the needs of pupils change significantly – when this happens the SEND Leader and or Parent will request a meeting to talk about changes next steps and support, usually KIDS are invited to support and offer guidance at these meetings</i> |
| How will children/young people be involved in discussions about and planning for their own education? | <ul style="list-style-type: none"> • <i>Termly ‘Small Steps’ Coffee mornings – meeting with the SEND team and conversations around pupil progress, achievements and next steps</i> • <i>Pupil Passports are used to gather information about pupils, parents, support and medical needs</i> • <i>IEP targets are discussed with the pupils</i> • <i>Termly discussions prior to parent consultation meetings – pupils are given time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward</i> |
| Special Educational Needs or Disabilities (SEND) contact details: SENDCo Headteacher/principal SEND Governor | <p>SEND Leader – Anna Howard (anna.howard@hcat.org.uk)</p> <p>Executive Head Teacher – Mark Batty (mark.batty@hcat.org.uk)</p> <p>Head of School – Anna Howard (anna.howard@hcat.org.uk)</p> <p>Governor – Jean Howard</p> |
| How do you contribute to the publication of the local authority’s local offer? | <p>Hull Local Offer link: https://www.connecttosupport.org/s4s/WhereILive/Council?pagelD=774&lockLA=True</p> |

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