

Bellfield Primary School SEND Information Report



At Bellfield we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014
This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

School Information:

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Bellfield Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with Di-George Syndrome, Autism, Tourettes Syndrome, Spinal Muscular Atrophy, Cystic Fibrosis, Downs Syndrome, Attachment Disorder and Cerebral Palsy.

The aims of our SEND policy and practice are:

At Bellfield Primary school we are committed to offering an inclusive curriculum. Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

The purpose of the policy is to ensure all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with Special Educational Needs and Disabilities.

The policy aims to provide all children with an education that enables them to make progress so that they:

Achieve their best.

Have high aspirations and expectations.

Become confident individuals living fulfilling lives

Make a successful transition into adulthood.

Identifying pupils with and assessing their needs.

We assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and or communication needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we start with desired outcomes, including expected progress and attainment, and the views and wishes of the child and their parents. We also consider how we can best support children who have a "significantly greater difficulty in learning than the majority of others of the same age." We will use this to determine support needed and whether we can provide it by adapting our core offer, or if something different or additional is needed.

Consultation

Arrangements for consulting with parents of children with SEND and involving them in their child's education

We have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- Take into account the parents' concerns
- All stakeholders understand the agreed outcomes sought for the child
- All stakeholders are clear on what the next steps are

We formally notify parents when a child will receive SEN support and a support plan and/or provision map will be created.

Arrangements to consult with young people with SEND and how we involve them in their education

The child/young person is involved (as appropriate) at every stage of the assess, plan, do review process:-

- At the initial assessing and planning stage in order to support a person-centred approach, the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support. (*Pupil Passport*)
- Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person are made in order to gather information regards their likes, interests, dislikes and difficulties.
- Any documentation used as part of the agreed provision (for example, Individual Education Plans or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.

The child/young person is able to discuss any aspect of their provision in a number of ways:-

- Informally with their class teacher on a regular basis.
- Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.

A 'person centred approach' allows for professionals, parents/carers, and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, next steps are put in place to support the child/young person.

Assessing and reviewing children's progress towards outcomes is:

How do we work with parents in doing this?

Where a child is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place.

This SEND support should take the form of a four-part cycle- known as the Graduated Response;

- Assess
- Plan
- Do
- Review

The HCAT support plan is used as a guide to work through this cycle.

This is an ongoing process and not limited to more formal SEN reviews which are carried out termly.

The class teacher works with the SENDCO to carry out a clear analysis of the child's needs. This draws on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The emotional and social needs of the child
- The communication and interactions of the child
- Any sensory or physical needs
- The views and experience of parents
- The child's own views
- Advice from internal HCAT support services and external support services, if relevant

Arrangements for supporting children and young people in moving between phases of education

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help with making an informed choice. The SEN team will administer the process

following any request by the parent.

Transition packages are planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new children. Other consideration could also be given to the use of social stories, transition activities / programmes and / or communication passports. All of these can help to support children and prevent vulnerability during their transition.

At Bellfield Primary School we aim to support transition in the best possible way to ensure a smooth and successful transition. Pupils are given support materials, such as:

- A 'Welcome to your new class' booklet that can be read several times to ease any anxieties
- Individual meetings with their new teacher
- Achievement Support Assistants and pupil to visit their new classroom daily leading up to any transitional change
- Photographs of their classroom and working space to help remind them of their new room
- Social stories for pupils with ASD to support with any fears
- Pupils are often given the opportunity to go and take a message to their new teacher – as a way of encouraging them to enter their new room prior to any transition
- Achievement Support Assistants have often gone with parents to visit secondary schools – prior to a parent making a final decision on which school to apply for

These are just a few of the ways we try to support and ease transition.

The school's approach to teaching children and young people with SEND

Teachers are responsible and accountable for the progress and development of **all** the children in their class. The approach to teaching children with special educational needs varies, dependent upon the need of the particular child. High quality teaching is our first step in responding to children who have special educational needs. This will be differentiated for individual children.

Some of the interventions that are used:

- In class support, where the teacher or achievement support assistant may support one or more children to understand the content of the lesson.
- Small group withdrawal, where a member of staff may deliver a short-term literacy, numeracy or other intervention to a small group of children.
- One to one withdrawal, where there may be a targeted support in their area of need.
- Particularly vulnerable children take part in a nurture group for a percentage of time, possibly through withdrawal and or more adhoc support during break and lunchtimes

- Mental Health Check-in sessions are used to support the emotional needs of pupils with SEND
- Social skills groups and Friendship groups
- Life Skills groups – pupils learn basic essentials such as; telling the time, following a timetable, tying their shoes, making a sandwich (and other simple food), health and hygiene, toileting (if needed), making a shopping list, visiting the shops, reading a bus timetable, road safety (learning where is best to cross different roads), bike safety, gardening (growing their own produce to eat and sell), making an important phone call, ringing for help (999), learning their home address and phone number and how to keep your body safe. This is not a definitive list, we adapt the life skills lessons based on pupil need.
- For some children, it may be necessary to provide supervision during unstructured times.
- A variety of sports activities are held throughout the school year and children with special educational needs are encouraged to participate. Children are also actively encouraged to participate fully in all school activities, for example school productions and school clubs.
- A variety of sporting activities that are designed specifically for children with special educational needs and disability are participated in across the school year.
- Additional support is provided for children requiring emotional and social development in the form of social skills groups, friendship groups and nurture groups and life skills groups

Adaptations made to the curriculum and the learning environment of children and young people with SEND

Including additional support for learning and equipment and facilities to support children

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 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.
- 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.

- 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)

We have ASA's (achievement support assistants) who are trained to deliver interventions such as: *Precision Reading, Paired Reading, Language in Colour, Toe-by-Toe and Maths Interventions.*

ASA's support pupils on a 1:1 basis when they have an EHCP (Education, Health and Care Plan), dyslexia, physical needs, physiotherapy, Speech and Language difficulties or identified social and communication needs. Some pupils work on a 1:1 basis for reading development and phonic catch up.

Teaching assistants will support pupils in small groups when they have identified Mathematical needs. The Maths leader oversees small Maths intervention groups and work is based around developing basic number skills. Some pupils work in small groups for language intervention, handwriting and spelling work.

Expertise of staff

Including the expertise and training of staff to support pupils with SEN and how expertise will be secured

Staff receive regular training and support to ensure they are up to date on any changes within the school and or wider community. All HCAT School SENDCO's meet termly to discuss individual and wider Trust issues. This is a network approach to ensure continual professional development. Trust issues are highlighted and training sought to support schools.

The school designates one staff meeting per term to SEND. All staff are expected to attend and keep themselves up to date with changes and support needed for individual or groups of pupils. The SENDCO leads these meetings and is responsible to ensuring all staff are kept well informed.

Our SENDCO is Miss Brogan Balmer. She is completing her National Award for SENCOs and is supported by more experienced SENDCO within the Trust. (The Head of School is also an experienced SENDCO of 16 years and provides/offers advice and guidance when needed) Miss Balmer has a consistent track record of supporting SEND pupils well within her classroom, with pupils making consistently good progress. Miss Balmer has designated SENDCO time and works closely with our two highly experienced Senior Achievement Support Assistant for SEND. Our two SASA's are trained in Speech and Language, Precision Reading, Paired Reading, Numicon, Phonics and working with Autistic pupils. We also have additional ASA's that work on a 1:1 basis with pupils who have an Education, Health and Care Plan. The needs of these pupils range from speech, communication, mental health and physical. ASA's receive specialised training if they ear workign with a physically disabled pupil. (Training is provided by the physiotherapy service)

In the last academic year, staff have been trained in using with WOWW (Working on What Works), Language in Colour, Graduated Response, Phonics, Supporting children with working memory, How to adapt the curriculum to meet needs and Supporting Social, Emotional and Mental Health Needs. Training is on-going and covers general as well as specific school based needs.

Evaluating the effectiveness of SEN provision

We are continually looking to improve the provision for our SEND pupils and as such work closely with the trust lead to ensure of provision/practices and standards are meeting the needs of our learners.

In addition we do the following:

- Termly pupil progress meetings - all teachers involved in looking at pupil progress and next steps for learners
- Concerns documentation – staff collate information showing areas of concern, strategies used, changes to routines/timetable/provision
- Half 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. IEP targets are discussed at these meetings and shared with parents to ensure they are fully involved in pupil learning and next steps
- Regular HCAT Trust SENCO meetings – discussions and support available
- Regular HCAT monitoring and support to ensure the best possible outcomes for pupils

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s). If a pupil has an EHCP then we always endeavour to send their 1:1 ASA with them. If their ASA is not able to commit to overnight residential visits, then another member of staff will be sent to support them. If training is needed for any specific area, this additional ASA will receive it in advance of the visit.

All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities are included in school life in the same way as non-disabled pupils. If adaptations need to be made, then the school works closely with families and agencies to provide the best education and care, whilst always meeting any needs stated in their EHC Plans. The school has a disabled toilet/changing room with a medical plinth bed and electric ceiling hoist. Staff working with pupils that require hoisting, are trained annually by IPASS and or the Physiotherapist Service.

The school is accessible for disabled pupils/adults by a ramped entrance to the main school office/ EYFS/KS1 and a portable ramp for when pupils join KS2 and need access through the KS2 entrances. Pupils with disabilities have their own Fire Procedure Plans, stating how to safely exit the building and who is

responsible in the case of a fire.

Pupils with disabilities are treated the same of pupils with no disabilities. Either regular conversations within classes about disabilities, specifically related to a pupil or in general, teaching discussions take place. Pupils are given opportunities to ask questions. Sometimes outside agencies have conducted class workshops to talk about specific disabilities.

Our school's accessibility plan can be found on our website. <https://bellfieldprimary.org.uk/school-policies/>

Support for improving emotional and social development.

(include pastoral support arrangements and listening to the views of parents and carers.)

We have a fulltime Emotional Well-being and Behaviour Worker, as well as a Well-Being Officer for Year 5 and 6 pupils. All pupils are encouraged to seek support when needed. This can sometimes be more challenging for pupils with identified SEND and therefore staff are vigilant in checking in with pupils on a more regular basis. Pupils with 1:1 support work closely with their ASA and if emotional and or social needs arise, they quickly implement provision for support; this is overseen by our EWB.

Pupils with identified social and emotional needs are supported through weekly friendship groups/ social skills groups and life skills groups.

Our EWB is trained in draw therapy. Parents are consulted before draw therapy takes place.

We work closely with CAHMS and have developing links with Barnado's – we are committed to providing the best pastoral care possible. This includes working closely with families.

Working with other agencies

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals. Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

Pupils with and without a statutory assessment may need support from other agencies. The school endeavours to work closely with any agency needed, in order to provide the best outcomes for pupils.

We work with the following agencies:

- Educational psychologists
- Speech and Language Support Agency (Bridge SLT)
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Occupational Therapy Service
- Physiotherapist Service
- Social Care Team
- Northcott Outreach Service
- Tweendykes Outreach Service
- Children’s Centres
- CAHMS for Mental Health Needs
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit (Behavioural Support outreach service)
- Sibling Support Services – Barnado’s

Contact details for Support Services for Parents and Carers

Please visit the below link for support services. This link will take you to the names and contacts of many services.

[https://hull.mylocaloffer.org/s4s/Wherelive/Council?pagelid=3049&Search=&Attribute=80BCBC85-6CE9-4027-AA5A-A6BA00DACAC6,](https://hull.mylocaloffer.org/s4s/Wherelive/Council?pagelid=3049&Search=&Attribute=80BCBC85-6CE9-4027-AA5A-A6BA00DACAC6)

The local authority offer and what we contribute as a school

Information on the local authority's offer.

www.hullcc.gov.uk

www.eastriding.gov.uk

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

Complaints about SEN provision

For all complaints please follow our policy

<https://bellfieldprimary.org.uk/wp-content/uploads/2021/05/HCAT-complaints-policy-2020-22.pdf>

Review Date: September 2022