



SEND Information Report

Bellingham Primary School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

<p>Type of School : Mainstream Primary School (4-11 years)</p>
<p>Accessibility: Ground floor only. Ramped access at external doors. Ramp available for hall access (2 steps) Fully accessible toilet</p>
<p>Core Offer: Are you able to deliver your core offer consistently over all areas of your school?</p> <p>Yes. All staff have sufficient experience, training and expertise to identify children who may have additional needs and offer initial support.</p> <p>Following referral, teaching staff work closely with support staff and services to provide recommended interventions.</p> <p>SEND training is available for all staff to match the appropriate needs of our children.</p> <p>Children’s Centre able to offer any further expertise and signpost families to support.</p>
<p>The following types of SEND are set out in the SEND Code of Practice:</p> <p>Communication and Interaction <u>Speech, Language and Communication Needs (SLCN)</u> – a learner may have difficulty in communicating with others – such as what they want to say, understanding what is being said to them, or not understanding or using social rules of communication. Autism Spectrum Disorder (ASD) – learners may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> <p>Cognition and Learning Support for these learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation. Difficulties may include specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.</p> <p>Social, Emotional and Health Difficulties Learners may experience a wide range of social and emotional difficulties. These may include disorders such as attention deficit disorder or attachment disorder, the display of challenging or disruptive behaviours, anxiety or self-harming.</p> <p>Sensory or Physical Needs Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time. These may include a vision impairment or physical disability.</p> <p>Graduated Levels of SEND Support Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. We ensure that their needs are met and additional support is given</p>



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where required, either within school or in collaboration with specialist external agencies. All staff at Bellingham Primary School are dedicated to providing an inclusive, nurturing and balanced curriculum through which all children make progress and achieve their full potential. Through support and dedication, children at Bellingham Primary School are able to access the curriculum, supplemented with appropriate interventions *and/or adaptations such as the use of visual timetables, personal planning or bespoke tasks*. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities.

Wave 1 - Quality First Teaching

Children receive quality first teaching which includes differentiated class work, in class support and quality feedback. The progress of the children on this level will be closely monitored and reviewed.

Wave 2 - Additional School Intervention

Continued or increased concern may lead to children receiving additional targeted interventions. This may include small group teaching or specific intervention programmes. These focused interventions are recorded on Intervention Plans by class teachers and teaching assistants involved with the target group. These interventions are regularly evaluated through pupil progress meetings. The SENCO, along with classroom staff, will monitor the impact that these interventions are having on the child's progress and attainment. If there is a concern that a child has not made expected progress after an intervention cycle or if there are ongoing concerns relating to the child's S.E.M.H (social, emotional and mental health), an initial concerns form will be completed along with the child's parents/carers. After completion of the form a package of support will be discussed and may include addition to the SEND register.

Wave 3 - SEND SUPPORT

Where a child continues to make less than expected progress, despite interventions, personalised provision will be put in place and specialist outside agencies may be involved in supporting the child and working alongside teachers, support staff and parents. Children in receipt of SEN Support form the school's SEND register and an individual intervention plan is put in place for them in the form of a SEN pupil passport and profile or SEN Support Plan. This is shared with parents and outcomes are reviewed each term.

SEN support will arise from a four part cycle, known as the graduated approach:

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

Person Centred Review Meetings All children who are receiving SEND support will be invited to a termly review meeting along with their parents (where appropriate according to the child's age/needs). At the meeting we will explore the provision in school from the point of view of the child themselves and of their parents. The aim of this meeting is to ensure we are meeting all needs to a high standard – enabling each child to 'be the best they can be' The views and input of parents and pupils themselves are of utmost importance at these meetings and help to inform our future planning.



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Early Help Assessment (EHA)

If more than one agency is required to support a child (or if there are a range of needs within the family itself) an Early Help Assessment can be carried out with the consent of the family. The EHA is a simple way to help capture the needs of children and families in order to make a plan to meet those needs. Its purpose is to provide a co-ordinated response across agencies so that no-one misses out on the support they need. After the EHA has been put in place regular 'Team Around The Family' meetings will be held in order to consistently monitor and evaluate the support in place. All agencies involved in supporting the child/family will be invited to attend these meetings.

Education, Health Care Plan

An Educational Health Care Plan (EHCP) is a legal document that identifies a pupil's SEN needs and focuses on the support required to meet agreed outcomes. As well as the educational elements, EHCPs also outline the child's health and social care needs, outcomes and support. If interventions and support arranged by the school are not impacting on the pupil's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment (COSA).

Our SEND policy is available on the school web site.

Are you aware of the Disability Discrimination Act 1995 and the Equality Act 2010? Yes

Range of provision:

We offer a range of provisions to support pupils with:

Communication and interaction.

Cognition and learning.

Social, emotional and mental health.

Sensory or Physical.

We have high expectations of all pupils and staff and we believe that it is the entitlement of all pupils to have the opportunity to achieve their full potential.

Areas of Strength – our staff are very good at identifying children's needs quickly, liaising with families and providing early intervention support. This is initially provided in-house with additional specialist support sought when necessary. We have staff highly trained in a range of interventions.

Specialist facilities & equipment to support SEND – We have a large space for interventions to take place outside the normal classroom environment. This is used for individual and small group work with specialist staff and can accommodate family sessions. Our outdoor play environment supports mobility issues and we have Wii fit programme to aid balance, posture needs. We use a wide range of interventions for literacy, numeracy, speech and language, and physical needs. These include Talk Boost, NELI, Read Write and 1st Class @ Number.

Input from therapists and other specialist support: Following identification of a need it may be decided that your child would benefit from further assessment through a referral to an outside professional because their need cannot be addressed solely through quality first teaching and effective intervention groups. The SENCO would then discuss with you an appropriate referral and you will be asked for your consent before a referral is made.

We have swift access to SEND Services via the Local Authority who are able to offer support and specialist advice to staff and pupils. The HINT team specialists include: educational psychologists,



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emotional wellbeing and behaviour support, autism support, speech and language, Literacy support, English as an additional language, sensory support and portage service. We are able to access services from Health including speech and language therapy, paediatric physiotherapy, mental health (CYPS), dieticians and the school nurse/health visitor. Children's Services (Hexham) provide support for social welfare.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:
Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to better support them.
Devise targets and programmes of work to be delivered by school staff under the guidance of the outside professional e.g. a social skills group/reading programme
A group or individual work with an outside professional. Referral onto another professional
Additional training is given to staff, if necessary, when further individual needs are identified.

Breakfast and After School support – North Tynies Children's centre offer a breakfast club and after school care until 6pm daily. 01434 220617

Inclusion: How do you promote inclusion within school? Including day and residential visits?

Here at Bellingham Primary School, the first priority for all of our children is quality first teaching and learning. Therefore, most of our pupil's educational needs can be met within the classroom environment. Simple adaptations to provision are based on careful analysis of personal needs and close monitoring of each individual's progress. Some pupils may also require the added support of the additional needs department or support from outside agencies

Teachers plan to involve all children in every lesson in a challenging yet supportive way. Many strategies that are supportive to children with additional needs are available to all – highlighter pens, quiet areas for time out, visual timetables etc. allowing all children to feel the same. All children are included in all lessons, events and visits with additional support provided when necessary – as subtly as possible. All support staff are aware of the needs of our children and when appropriate we seek additional funding to further our provision for individual needs.

What proportion of children currently at school have SEND? Currently 15% supported by school staff.

Parent Support Involvement & Liaison: How do you involve & support the parents of children with SEND?

Our open door policy enables parents to have very close relationships with school staff. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be adopted. School staff are readily available at the door each morning to greet children and parents and any key information for the day can be passed on. We also use an online communication platform which enables parents to communicate with class teacher's day to day.

Parents are fully involved in all SEND meetings and their views are recorded in all referrals and reports. We listen and act upon the needs of individuals, consulting with specialists when considering any requests. EHA meetings take place when necessary.

How does school prepare children with SEND to join their next setting?



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We recognise that transition can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the other school SENCO and ensure he/she knows about any special arrangements that need to be made for your child
- We will make sure that all records about your child are passed on
- Transfer visits may be arranged in collaboration with the other school

Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.

- The new teacher will attend any SEND meetings held in the Summer term.
- All children have an opportunity to spend a 'transfer day' with their new class teacher for September at the end of the summer term.
- Individual transition arrangements can be made for children who need a personalised approach.

We work very closely with our pre- school setting enabling all children to feel at ease in Reception. Movement between classes is smooth and children are encouraged to take part in activities across the school. As a federation we work very closely with our local Middle school allowing the transition process to be seamless. Transition plans may be put in place to support any additional needs, in discussion with all involved parties.

The Northumberland Local Offer

Local authorities must publish a 'Local Offer' which sets out in one place information about provision they expect to be available for children and young people in their area who have Special Educational Needs or Disabilities (SEND). The Local Offer has two key purposes: to provide clear, comprehensive and accessible information about provision available; and to make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review. Please follow this link if you wish to find out more details about the Northumberland Local Offer:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

What do I do if I am unhappy about the provision my child receives?

If you have any concerns, please let us know. We want to work with you in the best interests of your child. If after discussion, you still feel unhappy, you can make an official complaint about the support being given. The complaints policy can be accessed from the school website or information can be collected from school. In addition, you may choose to contact the Northumberland Information, Advice and Support Service.

The website for the service provides further details and can be accessed at northumberlandiass.org.uk. The service operates on a self-referral service basis and can be contacted by phone on 01670 623555 or by email at iass@northumberland.gov.uk.

Completed by Amy Newman

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