



SEND Information Report

The SEND Information Report should be read in consultation with the SEND policy and Accessibility Plan. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3)

Our school

At Bellingham Primary School we promote 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.

Through great teaching and the support of our families, we create an inclusive school that nurtures and develops our children's sense of belonging and happiness. We firmly believe that every child is unique and therefore brings different experiences, skills and ideas into the classroom. This in turn influences how they and others around them learn. We are committed to ensuring all children achieve their very best in all areas of school life.

SEN information

This document is intended to give families general information regarding the ways in which we support our pupils with special educational needs and disabilities (SEND) to reach their potential. The strategies, resources and support explained are continually developed and our provision modified to meet the changing requirements of individual pupils. We embrace the fact that every child is unique and therefore will receive provision and support to reflect their individual needs.

Inclusion Team

The school has teachers and teaching assistants with a variety of skills and knowledge to support your child.

SENDco – Miss Newman

Miss Newman has been SENDco since 2016 and has an accredited National Award for Special Educational Needs Coordinator qualification.

Miss Newman can be contacted in the following ways:

Phone: 01434 220230

Email: amy.newman@bellinghampartnership.uk

The SENDCo's role is to coordinate the provision for pupils with SEND, promote inclusion throughout the school, advise and support staff and ensure the school's SEND policy is implemented across the school.

The wider inclusion team includes Mrs Barber (Assistant SENCO) and Mrs Fletcher (Pastoral Lead).

The Governor responsible for monitoring SEND provision is Mrs Christina Black– SEND Governor

The SEND governor helps to raise awareness of SEND issues at governing meetings, monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this. She works with the headteacher and SENDco to determine the strategic development of the SEND policy and provision in the school.

Special Education Needs

We refer to the term "Special Educational Needs" if a child:

- Has significantly greater difficulty in learning than the majority of children of their age in one or more areas of learning.
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school. However, this may still be in a group or class context.

Identifying Need and Initial Concerns

Our school is committed to early identification of pupils with SEND. We have a range of ways in which we identify children who may need extra help with their learning or who may have additional needs. Pupil assessments are carried out each term and those children needing extra support and/or those who are underachieving are identified. Observations of pupils by school staff and the views of parents/carers and pupils also inform the early identification process. Often, through additional support, a child will make the necessary progress to meet age-related expectations. However, if additional support has not been successful, we would initiate an 'Initial Concern'.

When an initial concern is raised, the SENCO will liaise with parents and class teachers to clearly identify the child's strengths and any areas of difficulty. These will be documented and some next step actions will be agreed by all involved. The 'Initial Concern' will be reviewed according to need but this will be within the school term. If the child continues to need support then a decision will be made collaboratively on whether to continue with an 'Initial Concern' or progress to a SEND support plan with a more detailed approach to identifying the child's needs, outcomes and the provision necessary to meet those needs.

If you think your child is experiencing difficulties in school, whether this might be with their learning or problems with social skills or emotional difficulties, then please contact us. Your child's teacher is your first point of contact. We know that parental involvement and input is an essential element in a child's education.

SEND support

All children across school access Wave 1 provision as part of inclusive High Quality Teaching. Children who have additional needs access a range of Wave 2 interventions (small group provision to enable children to work at age related expectations or above). A small number of children access

Wave 3 (highly personalised) interventions. The impact of these interventions is assessed and reviewed as part of termly pupil progress meetings. This is done by class teachers, staff running interventions and the SENDco. This information is used to inform future support and provision.

We hold 3 parental meetings/reviews per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultations. Each child's progress through their Support plan are discussed at these meetings and shared with parents. The class teacher, working with the SENDCo, will revise the support in light of these discussions about a pupil's progress. Each child has a support plan which allows the child to be involved in their own education. Their thoughts are contributed under: Things I want you to know about me, my strengths and aspirations, what I find helpful in lessons/ how can you support me and things I find worrying. Parents are also able to contribute to this plan.

We seek support and advice from a range of outside agencies to ensure any barriers to achievement are fully identified and responded to. School liaises with the following services: School Health, Northumberland SEN high inclusion needs team including, Emotional Wellbeing and Behaviour Support Service, Speech, Language and Communication Service, Specific Learning Difficulties Service(literacy and maths), Sensory Support Service (hearing and vision) and Autism Support Service. The Northumberland NHS Children and Young Person's Service and Primary Mental Health team. Also the NHS Speech and Language service and, when appropriate, Social Services, Looked After Children and Early Help team. We have a service level agreement with the Northumberland Educational Psychology service and buy in the appropriate number of hours each year. These agencies carry out further assessment of the child's needs, provide advice to schools on how to best support the child and/ or suggest resources that would help the child make progress. If you would like further information about what Bellingham Primary School can offer then please do not hesitate to contact us.

Education, Health and Care Plan (EHCP)

A small percentage of children and young people with significant and/or complex needs may require an Education, Health and Care Plan. These are only appropriate for a very small number of children. Initially, a consideration of statutory assessment is completed (COSA). Information from parents, school and a range of professionals will be collated by the local authority. At the end of the assessment phase the local authority will consider this information to help decide whether or not to issue an Education, Health and Care plan for the child. If children obtain an EHCP, the school will receive additional funding to help support your child effectively. There will then be an Annual Review Meeting each year to look at the progress that your child has made and consider next steps.

Evaluating the Effectiveness of the provision made for children and young people with SEND

We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision. We may do this in several ways, including:

- regular observations and learning walks
- analysis of the attainment and achievement of children with SEND
- book scrutinies
- views of parents, carers and children
- regular monitoring by the governing body and SEND governor
- regular and ongoing evaluation of intervention programmes

SENDIASS

Parents can also contact their local Northumberland Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS) for free impartial information, advice and support in relation to their pupil's SEN and/or disability. Information is also available in the Northumberland Local Offer. The information, advice and support provided by the service covers the full range of education, health and social care as defined in the SEND Code of Practice 2015. The service is run at 'arm's length' from the Local Authority. The support the service can offer includes:

- Providing a listening ear and practical advice and support with understanding the SEND 'system'
- Information on a range of SEND topics.
- Support with preparing for meetings.
- Help with exploring the options for a child/young person's SEND provision.
- Signposting to other services and groups, including parent groups, youth forums and national helplines.
- Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.
- Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.

SEND IASS can be contacted on **01670 623555/ 01670 620350** or by email at: iass@northumberland.gov.uk. The website for the service provides further details and can be accessed at <https://northumberlandiass.org.uk>.

Please see the Northumberland Local Offer for further information:

<https://northumberlandsend.co.uk/your-send-local-offer>

Arrangements for handling complaints from parents/carers of children with SEND.

We seek to promote an active partnership with parents and carers and to involve them fully at every stage. We work hard with stakeholders to ensure the best outcomes for all. However, on the rare occasion that someone feels unsatisfied, they are welcome to discuss this with us or alternatively, to outline their concern in writing. This would be taken seriously and handled sensitively.

Any complaints regarding SEND should be sent directly to the Headteacher.

Specific provision is also provided for the different areas of need:

o Communication and interaction

Pupils who have difficulty communicating with others.

o Cognition and learning needs

Where a child learns at a slower pace than their peers even with appropriate differentiation

o Social, Emotional and Mental Health Needs

Pupils who experience short but significant periods of high anxiety, stress, distress or anger, or have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder

o Sensory and Physical/Medical Needs Pupils with hearing or vision impairment or a physical disability which require additional ongoing support and equipment to access all the opportunities available to their peers.

Types of SEND: Type of support/provision made at Bellingham Primary School

<p>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables in all classes, with some children having access to more individualised versions. • A range of resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toys, stress ball • Areas of low distraction (a nurture room). • Use of alternative forms of recording (ICT, scribe) • We offer social skills support including strategies to enhance self-esteem and nurture support. • We use strategies/programmes to support speech and language development. includes facilitating small group or one to one support for children following programmes of work provided by outside specialists such as speech and language therapists. • We use the Talk Boost programme. This develops not only their understanding and use of language, but also other important skills like attention and listening and understanding. We also use NELI which is the Nuffield Early Language Intervention for 4-5 year olds which is aimed at improving children's early language skills. • Use of individualised reward systems to promote learning and enhance self-esteem • We deliver 'Lego therapy' sessions to promote social and communication skills • Where necessary we seek advice and training from outside agencies.
<p>Cognition and Learning Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning 	<ul style="list-style-type: none"> • High quality teaching appropriately adapted to support learning • Use of physical materials and resources to ensure learning is multi-sensory and practical and promotes independence • We provide opportunity for pre-teach and reinforcement sessions • Visual aids to support key vocabulary and concepts. • Additional small group support in class from the class teacher and teaching assistant

Difficulties (Dyslexia, Dyscalculia,	<ul style="list-style-type: none"> • We use small group or 1:1 targeted intervention programmes to improve skills in a variety of areas, e.g. RWI phonics groups and first class at number. • We have access to word shark to support reading and spelling. • We use ICT to reduce barriers to learning where possible. • We promote alternative approaches to capturing and recording work, for example pictorial rather than written. • We use a range of resources to reduce barriers to learning e.g. coloured overlays, ICT resources. • We ensure children who need it are given additional processing/thinking time for responding to questions, completing tasks, sharing ideas • We seek support, advice and training from support services and other outside agencies to ensure any barriers to success are fully identified and responded to. • We assess pupils regularly and report progress to parents and staff. • We use specific strategies and resources to support pupils with dyslexia e.g. coloured overlays for reading, word banks to support spelling of key words • Differentiated and, where applicable, individually personalised homework.
Social, Emotional and Mental Health Difficulties This may include: <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties • Attention Deficit Disorder • Attention Deficit Hyperactivity Disorder • Attachment Disorder • Autistic Spectrum Disorder ASD 	<ul style="list-style-type: none"> • Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behavioural choices. • The school identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum. • We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities. The school provides effective pastoral care for all pupils. • We have a pastoral lead in school who monitors and provides targeted support for specific children. This included thrive and draw and talk intervention. • We use small-group or 1:1 targeted support to improve social skills, self esteem and emotional resilience. • Residential trips which help to develop social, emotional and behavioural resilience and promote independence in Year 3 and 4 • We seek support from outside agencies such as Children and Young People's Service (CYPS). • We deliver 'Lego therapy' sessions to promote social and communication skills. • Flexible timetable. • Start and end of day routines may be adjusted where a child is distressed by the business of these times. • Some individual pupils meet and greet at start of day • Equipment to help child with sensory regulation, e.g. wedge cushions, sensory bands on chairs, fiddle toys, sensory chews, ear defenders, weighted blankets, tent. • Sensory movement breaks • Nurture room for quiet regulation time. • We are a zones of regulation school and have a nurture room set up to support children in the different zones. • Follow advice of Occupational Therapy professionals where involved with a child • Referral to bereavement counselling through Tynedale Hospice.
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • We provide support and aids to ensure access to the curriculum and develop independent learning. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed.

This may include:

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs

- We work closely with Hearing Impairment and Visual Impairment Teams to ensure pupils' needs are met and our staff are trained to support the needs of pupils with hearing or visual impairment.
- We work closely with the Occupational Therapy and physiotherapy service to deliver and monitor therapeutic programmes.
- Flexible approach to transitions
- Flexibility in uniform policy
- We provide support with personal and intimate care if and when needed.
- The Main entrance to our school allows wheelchair access.
- Our school has a disabled toilet
- Children with a medical need will have an individual health plan (IHP)
- Our staff understand and apply the administration of medicine policy.
- Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc.
- We use small group or 1:1 targeted intervention programmes to improve fine and gross motor skills
- We ensure movement breaks for pupils with motor coordination difficulties as and when required
- We provide additional handwriting support through targeted intervention programmes.

Last reviewed: 27th January 2025

Review date: September 2025