

BELLINGHAM

PARTNERSHIP OF SCHOOLS

SEND Information Report

May 2026



Approved by:	Governing Body	Date:	May 2026
Last review date:	May 2026	Next review date:	May 2027
Policy applies to:	Bellingham Primary School	Yes	Bellingham Middle School Yes

SEND Information Report

SEN information

This document is intended to give families general information regarding the ways in which we support our children 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 children. We embrace the fact that every child is unique and therefore will receive provision and support to reflect their individual needs.

1. What is SEND?

SEND stands for Special Educational Needs and Disabilities.

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.

Here at Bellingham Partnership of Schools, our overall aims are to ensure that every child lives and breathes the values and ethos of our school: kindness, courage, respect and excellence. We are

committed to helping our young people thrive and flourish, promoting high standards for all children, regardless of their particular needs or abilities. BPS is committed to a policy of inclusion where children with Special Educational Needs and Disabilities (SEND) are valued equally, with individual needs recognised and met through flexible and varied provisions across the curriculum and wider school provisions.

2. Who is the special educational needs co-ordinator, or SENCO?

SENDCO: Amy Newman.

Miss Newman has 10 years experience in this role. She has held the accredited National Award for Special Educational Needs qualification since 2016.

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

SEND Governor: Mrs Christina Black

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

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.

The designated leads for child protection are:

Mr Gibson, Executive Headteacher,

Miss Mundy, Deputy Headteacher

Mrs Fletcher, Pastoral lead.

The designated members of staff responsible for managing pupil premium is:

Miss Mundy, Deputy Headteacher.

3. How does the school identify children with special education needs and disabilities (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. Children are continuously assessed and monitored both on a day to day basis and through more formal methods such as national phonics assessment, reading, spelling and maths assessment.

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 teachers are your first point of contact. We know that parental involvement and input is an essential element in a child's education. 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' and monitor children on our monitoring register.

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.

4. What is SEND support?

When children are identified as having additional needs, we (family, school and, if necessary, other professionals) will work together to consider and provide effective support. The SENCO will work with you to create a SEN support plan and their name will be added to the SEN register.

All children across school access inclusive High Quality Teaching. Children who have additional needs may access a range of interventions (small group provision and/or in class support). A small number of children may require more highly personalised interventions. We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review. The impact of these interventions is assessed and reviewed as part of termly pupil progress meetings. This is

done by the senior leadership team, class teachers, staff running interventions and the SENDCo. This information is used to inform future support and provision.

5. How will parents be involved in their child's SEND support?

We hold 3 review meetings per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultations. Each child's progress is discussed at these meetings and shared with parents. Class teachers, working with the SENDCo, will revise the support in light of these discussions about a pupil's progress. Each child has a pupil profile 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 profile.

6. What access does the school have to external agencies?

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, we access the NHS Speech and Language service and, when appropriate, Social Services; Looked After Children; and the 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.

All staff receive ongoing training in relation to meeting the individual needs of children within school.

7. What is an 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.

8. How will the school make sure my child is included in activities alongside children who don't have SEN?

All of our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs. All children are encouraged to go on our school trips, including our residential trips. All children are encouraged to take part in all school activities. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

9. How does the school support transitions?

When a child transitions to another school before the end of Year 4 and Year 8 the SENDCo/ class teachers will speak to the child's new school and all SEND papers will be passed to the new school. For children due to transition at the end of Year 4 and Year 8 the SENDCo and class teachers meet with the SENDCo of the receiving middle/ high schools to give an overview about the support currently in place for each child. In addition to the transition visits to their new school which are organised for all pupil's additional visits are arranged where it is felt this would support the child.

If you would like further information about what Bellingham Partnership of Schools can offer then please do not hesitate to contact us. Miss Newman is happy to discuss the needs of any pupil with their parents/carers.

10. What if I need further information?



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>

11. How does the school make sure the admissions process is fair for children with SEN or a disability?

We follow the admission arrangements for Northumberland County Council maintained schools (<https://www.northumberland.gov.uk/Education/Schools/School-admissions-places-applications-1/Admission-arrangements.aspx>).

12. How does the school support children with disabilities?

Please see our accessibility plan on our website. If you required a hard copy of this please contact the school office.

13. What if I need to make a complaint?

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.

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

Communication and Interaction This may include; • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN)	• Visual timetables in all EYFS, KS1 and LKS2 classes, with some children having access to more individualised versions. UKS2 and LKS3 have access to individual timetables, visual if needed. • A range of resources to support children with speech and language difficulties e.g. word banks, visual prompts, colourful semantics. • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toys, stress ball • Areas of low distraction (a nurture room/ calming space). • 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.
Cognition and Learning Needs This may include: • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia,	• 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 • We use small group or 1:1 targeted intervention programmes to improve skills in a variety of areas. • Phonics- RWI phonic and fresh start phonics. • Reading- Toe by toe intervention, rapid readers, and • reciprocal readers interventions. • First class at number, success at arithmetic, plus 1 and plus 2. • 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 children regularly and report progress to parents and staff. • We use specific strategies and resources to support children 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: • Social difficulties • Mental health conditions • Emotional difficulties • Attention Deficit Disorder • Attention Deficit Hyperactivity Disorder • Attachment Disorder • Autistic Spectrum Disorder ASD	• Our behaviour management systems in school are based on encouraging children 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 children in all activities. The school provides effective pastoral care for all children. • 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 KS2 and LKS3. • 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 children meet and greet at start of day • Equipment to help children 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 use the zones of regulation to support children in understanding their emotions. ● Referral to bereavement counselling through Tynedale Hospice. ● Flexible approach to transitions.
Sensory and/or Physical Needs This may include: ● Hearing impairment (HI) ● Visual impairment (VI) ● Multi-sensory impairment ● Physical Disabilities ● Medical Needs	● We provide support and aids to ensure access to the curriculum and develop independent learning. ● We seek and act on advice and guidance for children 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. ● We work closely with Hearing Impairment and Visual Impairment Teams to ensure children's needs are met and our staff are trained to support the needs of children with hearing or visual impairment. ● We work closely with the Occupational Therapy and physiotherapy service to deliver and monitor therapeutic programmes. ● 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 children with motor coordination difficulties as and when required ● We provide additional handwriting support through targeted intervention programmes.