

Belvoirdale SEND information Report 2023-2024

How is Belvoirdale Primary School accessible to your child with SEND?

Belvoirdale Primary School is a mainstream setting where all children are welcome whatever their needs and abilities. We have pupils with a range of Special Educational Needs, this includes pupils with ASD, ADHD, social, emotional and mental health needs, hearing and visual impairment, speech and language difficulties, general learning difficulties, fine and gross motor skill difficulties and pupils with other medical needs.

At Belvoirdale, we believe that all children should have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs.

In addition, we ensure that equipment used is accessible to all children regardless of their needs. Extra curricular activities are accessible for children with SEND. We are always happy to meet parents to discuss individual access requirements.

How will the school let me know if they have any concerns about my child's learning and progress in school?

Children with additional needs are identified initially by the class teacher. Teachers are continually aware of children's learning and behaviours. As recommended by the code of practice, if teachers observe that a child is making less than expected progress given their age and individual circumstances further action will be taken.

Subsequently the progress of every child is monitored closely: regular pupil progress meetings take place. During these meetings children may be identified as not making progress in spite of Quality First Teaching. These pupils will be discussed with the class teacher and SENCo and additional support will be agreed.

At all stages concerns and next steps will be communicated with parents/ carers either by the class teacher and/or SENCo. Parents may approach the school with a concern about their child, we will investigate pupil's needs, and often Quality First Teaching or parental support can address the concern. Otherwise the school implements a graduated response. This may result in the child being placed on the SEND register and a Pupil Passport or more bespoke SEND support plan.

If parents have any concerns or wish to discuss your child's needs further, please make an appointment with the class teacher initially or the SENCO (Mrs. Tracey Cotton) will meet you by appointment (working days Wed-Fri) Mrs. Cotton stands at the main gate at the start and end of these days to answer any questions you may have about SEND.

How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Head teacher. If you are still not happy you can speak to the school SEND Governor (Mr Dale Bradley)

Who are the best people to talk to at Belvoirdale School about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)

The Special Educational Needs or Disability Co-ordinator (SENDCo) has designated responsibility for:

- Co-ordinating all of the support for children with Special Educational Needs or Disabilities (SEND)
- Developing the school's SEND policy to ensure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you (the parents) are:
 - ***Involved in supporting your child's learning***
 - ***Kept informed about the support your child is getting***
 - ***Involved in reviewing how they are doing***
- Liaising and providing relevant training and support to the class teachers and teaching assistants so they can help children with SEND in our school achieve the best progress possible.
- Updating the SEND register (a system for ensuring all the SEND needs of pupils in our school are known)
- Developing and assigning appropriate learning programmes and interventions to meet your child's specific needs
- Liaising with external support services that may be coming into school to help support your child's learning, e.g. speech and language therapists, physiotherapists, social services, occupational therapists and Educational Psychologists *etc.*

The class teacher is responsible for:

- Monitoring the progress of each child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know where necessary
- Writing individual Pupil Passports as part of their SEND profiles, and sharing and reviewing these at parents evenings at least once each term and planning for the next term.
- Ensuring that all support staff working with your child are kept well informed of their targets and individual needs, so that your child can achieve the best possible progress
- Ensuring that our school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Head teacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Listening to, responding to and working in partnership with the parents and school to resolve any issues brought to their attention by a parent which have not been resolved through previous discussions with school staff.

What are the different types of support available for children with SEND at Belvoirdale?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work within a smaller group of children.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

These group work sessions are often called intervention groups and may be

- Run in the classroom or in an alternative quiet environment around the school.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.
- Run by the school ELSA – Nurture groups, Forest School, ASD, ADHD, Motor skills, SEMH
- Cedar class hub.

For your child this would mean:

- He/ She will engage in-group sessions with specific targets to help him/her to make more progress.

- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan or advice from the SENCo.

What additional support services are available for children with SEND in this school?

At times, it may be necessary to consult with outside agencies to access their specialised expertise. These can include:

- Educational Psychologist – Dr David Lee
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Autism Outreach
- ADHD solutions
- Family Support Worker

How will the teaching and/ or curriculum be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met through differentiated work.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Your child may be given a Pupil Passport. This will form part of their individual portfolio and will detail specific needs and support that will be matched to your child's needs
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- The SENCo liaises regularly with the class teachers to offer advice on ways that lessons can be adapted to meet the range of needs within their class.

How does the school measure the progress of my child?

Provision is reviewed and modified as needed following assessments both formal and informal. During pupil progress meetings teachers identify progress made and actions are put in place when required. The school has access to external support agencies that can offer additional expertise. This includes Advisory Teachers, Educational Psychologist and Social Care and Health Professionals.

How are the teachers in school helped to work with children with Special Educational Needs or Disability and what training do they have?

- The SENCo's job is to support the class teachers in planning for children with SEND.

- As part of the performance management cycle, the school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This can include whole school training on SEND issues such as ASD and Speech and language difficulties or individual training courses.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Speech and Language.

What support do you have for parents of children with SEND?

- 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 used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Your child's SEND profile will be reviewed with you each term.
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How will the school prepare and support my child when they are joining Belvoirdale Primary? Or moving onto their next class or different school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
 - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.

When moving between classes at Belvoirdale:

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All SEND profiles will be shared with the new teacher.
- If your child would be helped by a social story to support them understand moving on then it will be made for them.

In Year 6:

- The SENCo will attend the primary transition event to discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available for all children
- Risk assessments are carried out and procedures are put in place to enable all children to participate
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Who can I contact to discuss SEND at Belvoirdale Primary School?

Our SENCo is Mrs Tracey Cotton.

Our Headteacher is also available

Belvoirdale Primary School

Scotlands Rd,

Coalville, Leicestershire

LE67 3RD

Tel:01530 832595

The School SEND Governor, Mr Dale Bradley, can be contacted via the school office.