



## SEND Report 2019



Please read this report in conjunction with our SEND offer on our website

### Introduction

At Belvidere Primary School we continue to value the contributions made by all children, professionals and parents to help develop our inclusive school community.

In assessing the success of our SEN policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEN Governor is Mrs D Watkins and the SENCo is Mrs J Pollitt. They meet termly for updates and keep the Governing Body updated. This forms part of the termly Governor Review programme. The SEND Governor frequently visits to school and supports in the monitoring SEND performance.

The school has a SEND policy that defines our aims and objectives and this is available to any parent on request. The policy has been updated in line with the new Special Educational Needs and Disability Code of Practice 2014, and other documentation including the Children and Families Act 2014 and Supporting Children with Medical Conditions 2014.

### Identification and Provision

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice (by parent or teacher).

- If the child does not respond and it is felt his or her needs are additional or different from normal classroom practice, an individual Provision Map will be drawn up to detail school intervention. This may include recommendations from other agencies.
- Where despite careful planning, action and review, the child continues to make little or no progress, we work alongside parents and other agencies to consider an application for an Education, Health Care Needs assessment

Marking forms a large part of ongoing assessment, and involves the children in identifying their next steps in learning. Alongside this, assessments using the new National Curriculum are in place to build up an accurate attainment profile of each child.

This will include reviewing progress towards SEN targets, and identifying next steps. Children with identified specific needs, with a statement or EHCP, or at 'School Support' have an individual 'pupil support plan' (PSP) which identifies specific targets, and action. This is reviewed each term with parents, or sooner if targets are met. The children are involved at an appropriate level through discussing targets.

### Number of Children with SEN

In September 2019, 37 pupils have been identified as requiring SEN Support. This is approximately 20% of the total number of pupils.

In January 2019 this has increased to 41 pupils the breakdown is as follows

30 pupils with moderate learning difficulties  
 6 speech and language difficulties  
 3 specific / ASD disorders  
 2 social, emotional and mental health

This includes 3 Statements of SEN / Education Health and Care Plans in place.

### Involvement of Parents

At Belvidere Primary parents are welcomed into school and will have the opportunity to attend a parent – teacher meeting each term by the class teachers where they can ask questions about their child(s) school life and have the opportunity to share information.

There are regular parent learning events in school to enable all parents to share in their child's learning at school. Class teachers are available throughout the week to talk to parents about their children.

As a school we are very proactive in sharing the progress and attainment of all pupils and use a range of tools to assist with this:

- Tapestry is used to share information in Early Years
- The school has its own website and Twitter feeds
- Parents are text and additionally kept informed through the school's own APP. This is proving a valuable way to communicate with parents
- A weekly newsletter is sent out to parents

The Headteacher, Deputy Headteacher/SENCo are also available to discuss any concerns. Senior school staff are available before and after school to listen to parents' views and are frequently on the school gates before and after school.

#### Involvement of pupils

At Belvidere Primary School, we value the opinion of our pupils and allow regular opportunities for the children to discuss their learning. Children are involved in peer and self-assessing regularly, and respond to marking to improve their learning. Targets are shared with children, including specific targets to support pupils' learning. Pupils are provided with success criteria to help them with their learning.

All children have the opportunity to be part of the School Council. There are weekly PSHCE sessions allowing pupils the opportunity to express their views and feelings.

Pupils in Year 6 take on additional responsibilities as prefects and there is a Head boy and girl appointed.

#### Teaching and Learning

Teaching Assistants support the class teachers, implementing identified targets for each child on their pupil support plan and offering general classroom support. Pupils are supported throughout all areas of areas of the curriculum.

A significant focus of SENCo work has been in supporting and meeting the needs of TAs involved in intervention programmes including precision teaching, liaison with parents and other agencies.

All teaching and learning is adapted to meet the needs of pupils, through differentiation; use of resources, including special resources; adaptation of the timetable and curriculum and adapting the learning environment as necessary.

#### Progress of Pupils with SEN and LAC

The termly of progress of pupils with SEN is closely monitored by the SENCO and provision maps are reviewed and updated termly. There is clear evidence to show that generally good progress is being made related to the pupil's starting points.

Each term the progress of children with SEN is reviewed, with targets set in October , February and June, taking into account the results of standardised assessments.

Social and emotional development is reviewed at parent conversation meetings, and ongoing as part of regular pupil assessments. Pupils with SEND, are supported through specific targets, and the deployment of staff to ensure that their needs are met.

All children have equal opportunities to activities, including clubs and opportunities within the wider school community.

#### Changing phase of education

The Headteacher, EYFS teachers and SENCo liaise with nursery settings and so there is good transition and transfer of information, particularly for pupils with Special Educational Needs or disabilities. This would involve parents, teachers and pupils as appropriate and other professionals where necessary.

For pupils transferring to Key Stage 2, the school SENCo liaises closely with parents alongside Year 3 teachers. There are transition days each year and regular meetings between teachers to prepare for the next class.

#### External Personnel and Other Agencies

Over the past year we have liaised with the Special Needs LA Advisors, the Occupational Therapy Team, Behaviour Support Team, Speech and Language therapists, school nurse, IASS, Children's, Adolescents and Health team (CAMHs), Health Visitors and outreach support from Woodlands outreach, Educational Psychologist. Support has included individual assessments and targets with strategies, training for teaching assistants in Precision Teaching and Provision Mapping and meeting with parents.

It may be necessary at times to complete a Shropshire Early Help Referral including a Whole Family Webstar and Assessment and when necessary to call a Team meeting to ensure that all the needs of the child are being met. This will involve all agencies, including social support and health care workers, as necessary.

#### Inclusion

All pupils with SEN and /or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips. We even have a school minibus which can be used to transport pupils to local venues.

#### Accessibility

The Disability Accessibility Plan is available to read on the website. The school is fully accessible for pupils with SEND. This includes access to the school, and adapted toilets. Further modifications would be made if necessary to support a new pupil.

#### Admissions

The school admissions policy is operated by the Local Authority.  
The admissions criterion gives priority to pupils who are Looked After, with a statement of special needs or disability, ECHP, where admission to the school would best suit their needs.

#### Equality

We are committed to inclusion and equal access for all regardless of special needs or disability.

#### Complaints

Any complaints are dealt with according to the school complaints policy.

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