Belleville Primary School

SPECIAL EDUCATIONAL NEEDS (SEN) Information Report for Parents and Carers

Belleville Primary School is a mainstream Primary School with a nursery. We are part of the Quality First Education Trust.

This report should be read in conjunction with:

- Q1E Accessibility and Equality Policy
- Our school Accessibility Plan
- Q1E Intimate Care Policy
- Q1E SEND Policy
- Q1E Supporting Children with Medical Needs Policy

The information below details the provision available within the school and ways in which parents/carers and children can access the support required for Special Educational Needs and/or Disabilities (SEND).

At Belleville, we work within the Wandsworth guidance on ordinarily available provision for children with SEN in mainstream schools, which explains the ways students with different SEN needs, can be provided for within our school. Please see ordinarily_available_provision.pdf (openobjects.com)

INCLUSION STATEMENT

At Belleville Primary School all students, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We offer a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social, emotional and mental health difficulties and sensory and/or physical needs.

What should I do if I am concerned about my child's progress or special educational needs?

Initially, please speak to your child's class teacher. If you have further concerns, you can speak with the inclusion team (see below).

INCLUSION TEAM

- Fiona Allan (SENDCo) Tuesday - Wednesday
- Rachel Carruthers (SENDCo Years 4-6) Monday – Friday
- Samantha Burst (SENDCo Years N-3) Monday – Thursday
- Local Governor for SEND: Nina Vora

Contact details:
Phone: 02072286727
Email:
Fiona.allan@belleville.q1e.org.uk
Rachel.carruthers@belleville.q1e.org.uk
Samanatha.Burst@belleville.q1e.org.uk

How does the school decide whether a child has a special educational need and what extra help they require?

If a child has a previously identified need, the school will liaise with the services currently involved and request all relevant information.

See SEN identification process (Appendix A). Children's progress is regularly assessed to ensure early intervention and appropriate support is provided. Children who are not progressing at the expected rate will be identified and supported by the class teacher and/or a learning support assistant. Where a child has a specific need, the school may consult external specialist providers and enlist their support as appropriate. If a parent/carer identifies a need, the school will liaise with them to identify the best way to support the child and help them to move forward.

How will I know how my child is doing and how will you help me to support my child's learning? Whenever possible, class teachers are available to speak with you at the beginning and end of each day. This is an ideal opportunity to catch up and ask any questions you may have. Please feel free to make an appointment to meet with a member of staff should you wish to discuss anything further.

Parents' evening takes place twice a year. These meetings allow you to monitor the progress of your child and discuss, with the teacher, ways to support their learning at home. Individual reports are distributed at the end of the year. The report will outline the progress of your child and how you can support them in the next academic year.

Children who have SEN Support Plan (SSP) have targets set and reviewed in collaboration with parents/carers termly.

Children with an Education, Health and Care Plan have an annual review once per year in addition to termly meetings. Teachers alongside students, their family and any other professional involved work collaboratively to review the year and set new targets for the coming year. These targets are the small steps towards reaching the longer-term outcomes set out on the EHC plan. New longer-term outcomes are set in this way at the end of each key stage.

How will my child be involved and consulted?

Each child is at the centre of all decisions made the Belleville Primary School.

Children who have SEN Support Plan (SSP) targets are set and reviewed termly with the input from the child, where appropriate.

All children with an EHC plan will contribute towards their annual review in the communication style that meets their needs.

How do you assess and review my child's progress?

Teachers assess the attainment of each student on an ongoing basis by measuring small steps of progress. We use a data system: Sonar to track this progress.

Any assessments carried out by external specialists are shared with the school and with parents/carers.

Every child registered as having SEN has their targets set based on their existing ability and focused teaching and learning sessions are planned and delivered accordingly. The termly Personalised Support Plan review then completes the cycle of Assess, Plan, Do, Review.

How is teaching and the curriculum adapted to my child's needs?

Belleville is an inclusive school that constantly strives to ensure that all students, regardless of their personal differences, are taught using a range of strategies and are able to access the curriculum and reach their full potential. Every class teacher is committed to providing quality first teaching. Students are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the students. Pupils who are not making expected progress will be supported through additional interventions.

Pupils with an Education, Health and Care plan will be supported as outlined in their plan. Where necessary, students are provided with personalised resources to enhance their learning.

What provision and support are available at Belleville Primary School?

We plan the provision linked to the needs we have identified for each child.

Cognition and Learning	**Communication and Interaction**
Phonics Precision Teaching Targeted teaching 5 Minute Box (phonics) Number Box Doodle Maths (Online platform) Reading Eggs (Online platform) Work Shark (Online platform) Coloured Overlays Reading Rulers Widget Software Talking Tins Rapid Reading Rapid Writing Fluency Reading Toe by Toe Additional Reading Clicker	Visual Timetables Now and Next Boards Choice Boards Colourful semantics What's in the bag? Attention Bucket Explore and Talk Narrative sequencing Speech through play Word aware Teach Talk Social communication groups Widget Software Wandsworth Speech and Language
Social, Emotional and Mental Health	**Sensory and/or Physical**
Movie Time Social Groups - Friendship skills - Self-Esteem and self-awareness - Turn taking groups Lego Therapy (Brick club)	Touch Typing Write from the start Sensory Circuits Fine Motor Intervention Gross Motor Interventions Handwriting Interventions

Zones of Regulation Intervention Recognising emotions intervention Talk Time ELSA Sessions Year 6 Transition Group Sports Mentoring	Writing Slopes Standing Desks Weighted Blankets Ear defenders Pencil Grips Theraputty (Hand strengthening) Resistance bands Foot Rests

How will you evaluate effectiveness of the SEN provision?

At Belleville Primary School, we have a wide range of procedures to evaluate the provision for all pupils, including those with SEN. These include, but are not limited to; learning walks, reviewing pupils' books, observations, pupil progress meetings, internal (Director of SEND) and external audits and regular contact between the SENCO and Class Teachers. The Local governing body responsible for SEN meets with a member of the inclusion team termly to discuss priorities and monitor provision.

What support is there for my child's emotional well-being and to prevent bullying?

Personal, social, citizenship, health education (PSCHE) is taught in every class through our curriculum and in assemblies. Circle times, led by the class teacher or the learning mentor, are arranged on a regular basis to address pupil well-being.

We understand that children with SEND maybe more vulnerable to bullying. Our curriculum teaches all children about what bullying is and how to report it. We monitor these children carefully. Please see our Anti-Bullying Policy.

How do you promote positive behaviour?

Belleville Primary School behaviour Policy

What training and specialist skills do the staff supporting children with SEND have?

Staff receive regular SEND training a variety of pedagogical strategies and techniques according to the need in their class or the school. External specialists visit Belleville Primary School regularly to support children and train staff to work effectively with individuals.

What do you do to make the school environment and curriculum accessible for all children?

All reasonable adjustments are made to ensure physical accessibility. Environmental adaptations are made for learners with sensory needs e.g.: Students are given access to a personal space in the classroom where visuals are kept to a minimum or access to a workstation where appropriate. Students are provided with equipment, such as move 'n' sit cushions, to enable them to access the lessons. All students have access to laptops, tablets and SEN software. Depending on the student's SEN and usual practice, the school provides support or extra time during formal examinations. See our Accessibility Plan for further details.

How will my child be included in activities outside of the classroom?

At Belleville Primary School we use our best endeavours, reasonable adjustments and risk assessments to enable all our children to access the same opportunities throughout the school especially trips and clubs. This could include: additional support, where appropriate.

How will the school prepare my child to join or transfer to a new school?

All children new to Belleville Primary School are given a tour of the school and introduced to significant staff.

Students who are transitioning into the Resource Base will be offered a personalised transition plan to ensure smooth transition from their current setting to the Resource Base.

If a child with SEN is joining Belleville, parents/carers should contact the school office and make an appointment with the SENDCo. Any reports or past support plans should be provided by the parent/carer or by the Local Authority if the child has an EHCP. We will ensure that their new class teacher is informed about the child's difficulties and is aware how best to support them. We would also plan any additional transition needed to meet the child's needs.

Transition between classes is carefully planned so that students continue to feel safe and secure in their learning environment. The students spend time with their new teacher and support staff before the end of the academic year before they move classes.

If your child is moving to another school including Year 6, our SENDCo will plan a smooth transition by working closely with the SENDCo in the new school, liaising with parents/carers, arranging transition visits and creating personalised resources with the child, such as a photo book about the new staff and school.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

Belleville Primary School draws on a range of specialist services to meet individual needs as appropriate and brokers collaboration e.g. TAC meetings, to offer the best support. These services include (but are not limited to):

- Children's Occupational Therapy
- Early Help
- Early Years SEND Inclusion Service
- Educational Psychologist
- Education Welbeing Practitioners
- Wandsworth School Nursing Team
- Speech and Language Therapy Team
- Wandsworth Autism Advisory Service (WAAS)
- Wandsworth Hearing Support Service (WHSS)
- Wandsworth Vision Support Service (WVSS)

What will you do if my child has medical needs?

All medical needs are discussed, in detail, with the school nurse. Students are given a health care plan, which is shared with significant adults working with the child. Medical needs are reviewed and monitored by the school nurse. The school has trained paediatric first aiders. We will follow the Q1E Supporting Children with Medical Needs Policy.

What will you do if the child is looked after?

Where a looked after child is being assessed for SEN we will take account of information set out in the Care Plan. We will work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after. These include the social worker, Designated Doctor or Nurse, Independent Reviewing Officer (IRO), VSH and Designated Teacher in school. As well as include the carer, child and parents if possible. When referencing information contained within the Care Plan only information relevant to meeting the child's SEN will be included in the EHC plan.

What should I do if I am unhappy with my child's support or progress?

If you are concerned about your child's provision or progress please speak to the class teacher.

If you have further concerns, contact either Samantha Burst (SENDco), Fiona Allan (SENDCo Y1-3) Rachel Carruthers (SENDCo N, R, Y 4-6),) or the Head Teacher.

Applications to Chair of Governors should be made in writing.

If you feel your concern is not resolved please see the Q1E Concerns and Complaints Policy.

Where can I go for further advice and support?

The Wandsworth SEND Local Offer details all the services and support available for children and young people with special needs and disabilities. For more information: SEND Local Offer | Wandsworth Family Information Service

The Wandsworth Information Advice and Support Service (WIASS) for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website: Wandsworth Information, Advice and Support Service (WIASS) | Wandsworth Family Information Service or telephone: 020 8871 8065 (24 hour confidential answer machine) or email: wiass@wandsworth.gov.uk

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback: This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email enquiries@belleville.q1e.org.uk

Belleville Primary School

Quality First Education Trust

SEN Identification Process

At pupil progress meeting a child shows less than expected progress (A) despite QFT and some OAP; or concerns are raised regarding emotional well-being or behaviour.

Parent/carer or an outside professional raises a concern about a child.

Class teacher assesses the child's needs (E). Then plans and delivers (whatever it takes) using advice from available resources e.g. OAP, peer teachers, phase/year leaders, SENDCo or relevant professionals. (B)

Review (up to 6 weeks)

Good progress made. Return to regular tracking. Keep strategies in place, where appropriate.

Some progress made. Repeat cycle **once** more.

Less than expected progress (F) towards agreed targets despite more strategies in place to overcome concerns/barriers to learning.

Assessment and monitoring show a child with SEN.

SENDCo/Class Teacher assess the child's needs (E). Class/subject teacher leads on setting targets (C) and plans QFT and 'extra support and other rigorous interventions' targeted at areas of need. SENDCo can support if necessary.

Class teacher meets with parent/carer and/or child at Initial Meeting and agreed targets on **Initial Support Plan**. Record in pre-SEN in tracker. Set a review date.

Review (after half a term/6-8 weeks)

Good progress made. Return to regular tracking. Keep strategies in place, where appropriate.

Some progress made. Repeat cycle **once** more.

Less than expected progress (F) towards agreed targets despite Initial Support Plan. Class teacher to communicate with parents/carers.

Class teacher provides SENDCo with Initial Support Plan.
SENDCo/class teacher carries out further assessment to provide clear analysis of child's needs. (E)
Agree whether the child has SEN which requires SEN Provision. (F)

Not SEN
Currently underachieving.
Address other causal factors e.g. attendance, EAL etc. (G)

SEN Support
Formally record on SEN register, identifying area/s of need and **write to parents/carers.**
Class teacher/child/parent/carer **Support Plan or equivalent.** Set termly review date.

Explanatory notes on SEN Identification Process

Glossary:
QFT- Quality First Teaching (Teaching within class and school 'reasonable' expectations to provide for a child at any stage of the process)
OAP- Ordinarily Available Provision
SENDCo- Special Educational Needs and Disabilities Coordinator

Notes:

A. The SEND Code of Practice (2015) identifies less than expected progress as:
Progress which:
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

B. SENDCo /Phase leaders to advise/support the class teacher to ensure the child is receiving quality first teaching appropriate to their needs e.g. personalised learning, differentiation (outcome and activity), targeted feedback, use of communication strategies, use of in-class support e.g. might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Has the class teacher been provided with advice, support and training to support this child?

C. It can include support in areas other than attainment – for instance where a child needs to make additional progress with wider development or social and/or emotional needs.

D. 'Communicate' – i.e. let parents/carers know results of your review in a timely manner, but this **might not** be a formal meeting which would probably be best held when further assessment/information in school has been carried out. This can an be in the playground/parent meeting/informal/formal meeting/phone call.

E. Assessment can include: review of records and any earlier interventions; observations of child; analysis of samples of relevant work; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.

F. Definition of SEN (SEND Code of Practice, 2015):

"*xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her*. (This is provision over and above what is described in notes B and C above)

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if thet:

- *have a significantly greater difficulty in learning than the majority of others of the same age, or* (i.e. compared to national averages)
- *have a disability which prevents or hinders him or her from making use of facilities of a kind generally* provided for others of the same age in mainstream schools

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)."

G. Causal Factors to consider when thinking about SEN:

- Disability (The SEND Code of Practice 2015 outlines the duties on schools in respect of disability discrimination under current Equality legislation, including a duty to make "reasonable adjustments" in specified circumstances. Note that a disability may or may not also constitute a SEN, depending on the impact on the child's learning and/or use of educational facilities)
- Attendance and Punctuality
- Their Health
- Current or previous welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Child Looked After (CLA)
- Being a child of a serviceman/woman
- Having a parent incarcerated
- The mobility of the family
- Living in temporary accommodation
- Being a Young Carer.