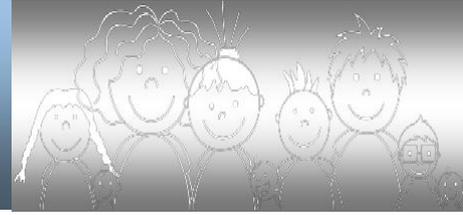


Belton C of E Primary School

Local Offer

A Guide for Parents



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School Name:	Belton C of E Primary School
Address:	Sadlers Wells, Belton, Leicestershire, LE12 9TS
Contact telephone Number:	01530 222304
Head teacher:	Miss J Scott
Special Needs Coordinator (SENCO)	Mrs S. S. Heselton
Website address:	www.belton.leics.sch.uk
Age Range of students	4 to 11 years
Date of Last Inspection:	May 22 nd 2018
Outcome of last inspection:	Good
Total number of pupils with special educational needs at setting:	19
Total number of pupils receiving Intervention funding/EHCP:	2

How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

Belton C of E Primary School is committed to inclusion. We aim to offer excellence and choice to all our pupils, whatever their ethnicity, gender, culture, faith, ability, physical or medical needs, intellectual or emotional state and socio-economic status. This means that we will respond to learners in ways which take account of their varied life experiences and needs and we strive to minimise the barriers that might exclude children from equal access and the outcomes of schooling. We have high expectations of all our pupils and aim to achieve this by identifying the barriers to their learning and participation whilst recognising that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our EYFS and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We want all our pupils to feel that they are respected through the values that are essential to our school community. We are aware that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term. Through appropriate curricular provision, we respect and understand pupils have different educational, behavioural, cultural needs and aspirations; that they require adjustments to the curriculum and scaffolded approaches tailored to their needs so that they can acquire, assimilate and communicate information alongside their peers within an inclusive approach to learning. Pupils with special educational needs (SEND) have learning difficulties or disabilities that call for special provision to be made. All pupils may have special needs at some time in their lives. Pupils are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupils of the same age

At Belton C of E Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We track pupil's progress regularly and analyse data in order to confirm a pupil is making expected progress.

We feel that it is vital and in line with good practice that parents are informed and included in the identification and support of their child's special educational needs. As such, we seek to encourage parents to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and in the first instance discuss this with the class teacher.

We are continually reviewing and developing our processes in compliance with the SEND Code of Practice 2015 last updated 30th April 2020. Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available

at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Under legislation, children with complex needs may be assessed for an **Education Health and Care plan (EHCP)** under the following categories of need:

- Communication and Interaction – Autism Spectrum Condition and Attention Deficit Hyperactivity Disorder
- Communication and Interaction – Speech, Language and Communication
- Cognition and Learning.
- Social, Emotional and Mental Health difficulties.
- Sensory and/or Physical – visual impairment
- Sensory and / or Physical - hearing impairment
- Sensory and / or Physical - Physical disabilities and or medical difficulties

Support takes the form of a four-part cycle, the 'Graduated Approach' involving assessing

planning, action and reviewing. Parents /carers are integral to this process and kept up to date about the support in place for their child.

How do you identify children with special educational needs?

A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going for all pupils in school.

We regularly track pupils' progress and analyse the data and children with special educational needs are identified when, despite high quality differentiated teaching and the provision of a differentiated curriculum, they are not making expected progress. Alongside this, formal assessments completed by pupils are reviewed by both the class teacher and SENCO to identify any pupil who may require extra support.

These assessments take the form of baseline assessments in the early years, the early years' profile at the end of the foundation stage, the phonic screen in Year 1, SATs in Year 2, National Times Tables test in Year 4 and the NFER tests. Alongside these formal assessments, informal assessments are carried out in all areas of the curriculum and any concerns that are highlighted are discussed with the SENCO.

How will you support my child?

If your child is identified as having SEN, including disability, the class teacher and SENCO will decide on the action needed to help the child's progress in the light of their earlier assessments and the specific provision needed to support your child's area of need will be provided. As well as group and individual work in a variety of areas including reading, maths, writing, phonics, speech and language and social skills, support may also include the use of different learning materials, special equipment or staff development and training. Some or all of these may be put in place to introduce more effective strategies. In addition, one off or occasional advice on strategies may be sought from the LA or other agencies. If your child has an EHCP (Education Health Care Plan) we will put provision in place as outlined in that plan.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Class teachers monitor the progress of all children in the school regularly throughout the year. We meet with parents at termly to discuss progress, review targets and plan next steps and provision as necessary.

However, some pupils may require an Individual Education Plan (IEP) of support. This will be drawn up which will allow progress to be more easily measured against the specific identified targets. IEPs will be reviewed at least termly. Parents and pupils are involved and are invaluable in this procedure. Once an IEP is formulated parents receive a copy to take home and is discussed with both the parents and the child.

Workshops are also held which cover a range of curriculum areas, these include early reading and phonics and maths methods and calculation approaches.

The provision for pupils with SEN is monitored by:

- The Head teacher and SENCO.
- The SEND governor, with particular interest in special needs and inclusion provision.

What is your approach to individual learning? How will the curriculum be matched to my child's needs?

Our focus is always on the individual, as our pupils are taught in mixed age classes with teaching having to include adaptation so that the wide range of abilities in our classes can be met. The staff within the school are all experienced in this and so can identify and match the needs of all individuals in their classes. School support staff are deployed by the class teacher, SENCO and Head teacher to take account of both the individual and the whole class.

We also consider, recommendations from outside agencies when adapting teaching to meet specific needs e.g. enlarged texts, ICT equipment etc. When specific special needs are encountered support is sought from the appropriate source and agency.

How is the decision made about the type and how much support my child will receive?

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, learning support assistants and or the SENCO. This may be in a small group or on a 1:1 basis depending on the needs of the pupil.

The exact nature of any additional support is dependent on the needs of the individual pupil and the significance of their difficulties. Class teachers will discuss additional provision arrangements with parents and pupils. Our aim is to provide enough help to enable the pupil to become more independent in their learning, but not to become over reliant on support so that they are ready for transition to the next educational setting.

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

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASC (Autism Spectrum Condition), it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required. We expect all pupils to take part in residential trips and again put in support to achieve this.

How will you help to develop my child's emotional and social development?

We believe that the development of emotional and social well-being is very important in the overall education of pupils. Being happy at school is crucial to enable pupils to thrive and to take full advantage to the opportunities available. Where pupils are found to have needs in terms of emotional and social development, provision is put in place to support (e.g. nurture groups) and progress monitored.

The Emotional Literacy Support Worker (ELSA) Mrs Jackson, is available for pupils in school to discuss worries and concerns with. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. If your child has additional medical needs, we will make arrangements and implement a care plan. Your child's safety is of paramount importance to all staff in school. We have a safe-guarding policy and all staff are regularly trained in looking for signs which indicate a concern.

How will I be able to raise any concerns I may have?

In the first instance we would encourage you to share any concerns you may have with your child's class teacher. However if you continue to be worried you should contact the SENDCO, Mrs. SHeselton, the Assistant SENDCO, Ms Amy North or the Head teacher Miss J Scott. The governor with particular interest in special needs and provision, Mrs E Wood, can also be contacted.

What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?

The SENCO holds the SENCO National Accreditation Award (2017) and has also received Tier one, two and three Autism Spectrum Condition (ASC) training. All other SEND staff have received Attachment Training with Leicestershire Specialist Teaching Service and Whole School Behaviour training through the Education Endowment Foundation. All staff, including newly appointed staff have received recent safeguarding training and stay up to date with regular reminders and briefings. The Designated Safeguarding Lead and Deputy Leads all hold up to date training, which is renewed every two years. Volunteers are given safeguarding advice and receive a leaflet on Safer Working practice in schools. There may be other services or organisations that we seek support from in very specific circumstances to tailor our support for an individual child.

On occasions, it is necessary to seek specialist help and advice from outside the school to enhance the quality of education we provide. The permission of parents is always sought before contact is made with any support services or voluntary agency. We have clear procedures for contact with the local support services. Such contacts are always made through the head teacher or SENCO and discussions will involve parents whenever possible.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory or physical
Health Visitors / School Nurse Service Speech and language therapy service Education Psychology Service	Education Psychology Service Specialist Teaching Service – e.g. • Autism Outreach Support Team • Dyslexia Support • Down Syndrome Association	Health Visitors / School Nurse Service Education Psychology Service Autism Outreach Service ADHD Solutions CAMHS (child and Adolescent Mental Health Service) Bereavement Counselling Support Services	Health Visitors / School Nurse Service Specialist Teaching Service – e.g. • Autism Outreach Service • Vision Support • Hearing Support • Occupational Therapy and Physiotherapy Services • Down Syndrome Association • Specific NHS services such as Diabetes Nurse Team or the Diana Service

The services we work with include: Special Educational Needs Assessment Team (SENA), Social services / Family Support Workers, Voluntary Sector Organisations and local special schools.

The teaching staff and support staff at Belton are experienced in working with children who have a wide variety of special educational needs. Additional training needs are identified by staff themselves or by the SENCO in order to meet the needs of the pupils in school or those who are about to join the school.

Developing staff expertise and confidence in teaching pupils with SEND is a high priority for us.

In order to keep up to date with local and national developments and to share best practice with colleagues, the SENCO regularly attends SENCO Network Meetings, LA briefings and local partnership meetings and is a full member of NASEN (National Association for Special Education Needs).

How are my child's views listened to?

We encourage pupils to contribute their views about their needs and comment on the support they receive in school. Pupils are involved in the targets on their IEPs and are encouraged to reflect on these. Pupils have the opportunity to put themselves forward as School Council Representatives or Sports Leaders so that they can have an impact on making decisions in the school.

What should I do if I have a complaint?

We encourage parents in the first instance to discuss their concerns with their child's class teacher. However if the matter is not resolved satisfactorily they should then make an appointment to see the SENCO or Head teacher. The chair of governors is also available to listen to complaints and act as a mediator with the school to resolve any issues as is the SEND governor. There is a complaints policy in school (contact the school office for details of this.)

Who else has a role in my child's education?

In addition to teachers and classroom assistants a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health professionals, Voluntary organisations and Local Authority Support services as detailed previously.

How accessible is the setting both indoors and outdoors?

The school is a small modern building on one level with no internal stairways. There is an automated front door which opens automatically on entry to school and which is operated by a push pad on exiting the building at the front. There are ramps to allow access for wheelchair users at the front of the building and at the sides of the building giving access to the outside grounds which are extensive. Steps are marked with high visibility paint as are doorways. There is one accessible toilet and parking bay.

How are parents involved in the setting? How can I get involved? Who can I contact for further information?

We believe that it is of import to involve all parents in their child's education. We hold parents' evenings in the Autumn and Summer term for all children. In the Autumn term, parents' evening incorporates an opportunity to discuss Individual Education Plan (IEP) targets for pupils with SEND, these targets are reviewed half termly. In the Summer Term, an additional review meeting sits alongside parents evening for pupils with SEND, this is to review and set IEP targets for the coming year. These additional (IEP) meetings can be held with the class teacher, SENCO or both. We provide a comprehensive written report in the Summer Term for each pupil. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school diaries and phone call discussions.

Open mornings are held termly to allow parents to observe the children in class. Parents are also welcomed into school to help with activities such as hearing reading etc. There is an active parent teachers' association called the Friends of Belton School (FOBS) who support the school on special occasions and through fund raising.

Please feel free to contact the school office, the class teacher or the head teacher with any enquiries.

What other support services are there who might help me and provide information and advice?

If you need support in finding an organisation or support service for your child, please contact the Headteacher Miss J Scott at Belton C of E Primary School who will be happy to discuss the local offer with you and offer support and advice.

How will your school prepare and support my child to join, transfer to a new setting or to the next stage of education and life?

Before a child begins Belton C of E Primary school there is much work done behind the scenes in order to facilitate transition between settings. Teachers visit feeder settings and liaise with professionals there in order to be prepared for the arrival of the new intake. There are opportunities for parents to meet the teacher and there is an induction evening where parents are able to hear about the following year's curriculum and to discuss any concerns. Parents are able to pass on information relevant to their child. Pre-school providers involve the SENCO and the class teacher in pre-school meetings for children who are causing concern. If school is alerted to the fact that a child may have a difficulty in learning they will prepare for that child and collect relevant information and plan for a differentiated curriculum and resources. Additional bespoke arrangements are made for individual pupils as required including additional visits to the next school and meetings between the parents and SEN staff who will be supporting pupils at their new setting.

Open mornings enable parents to see the work their children are doing and become more familiar with methods used in school and standards of work that are produced. We hold parents evenings twice a year and operate an 'open door' policy where we provide opportunities for parents and teachers to talk informally as the need arises.

Children transferring to High schools at the end of KS2 have a planned programme of transition. Additional bespoke arrangements are made for individual pupils as required. SENCOs liaise between the schools and there is a transfer of records and information.

Where can I find the local authority's Local Offer?

We work closely with the local authority to ensure that our school offer of SEN complies within the SEND Code of Practice (2015). The local authority's offer can be found on their website at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>