



**Belthorn Academy Primary School SEN**  
**Information Report**  
**October 2020**

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## 1. What kinds of special educational needs do we make provision for in our school?

At Belthorn Academy Primary School we have an inclusive ethos, and believe that all children should have access to an inclusive education that enables them to achieve their full potential. We provide a high quality education, and enrich our curriculum with opportunities and experiences that encourage independence and creativity. We aim to equip all of our pupils with a level of knowledge and understanding that enables them to make positive choices both in and out of school.

As a staff team, we are whole-heartedly committed to removing barriers to learning so as to provide a happy, safe and nurturing environment in which all children can learn and grow. We value the importance of our home/school partnership and work closely with parent and carers to ensure provision for all is of the highest quality.

We believe that all children have the right to feel valued as part of the school community and recognise that differences in educational, physical, emotional and behavioural needs require a wide range of strategies for learning. We respect that children learn in different ways and at different rates and our staff provide different teaching approaches and learning experiences to keep aspirations and expectations high.

A copy of the SEN policy is available on our website or paper copies can be obtained through the school office.

### \*COVID-19 UPDATE

Throughout recent closures of schools, Belthorn moved learning for all children online. With the use of the Showbie App, teachers adapted and personalised learning for all abilities.

Children identified as having additional needs, who have or are the process of applying for an EHCP, were invited and encouraged to attend school during the closures and staff provided personal support with the work set by teachers.

Children who the School classes as vulnerable, were also given priority spaces at school and many took advantage of the offer.

In the event of further closures both to individual class bubbles and the whole school, Online learning will be put in place immediately. School will stay in regular contact with families of children identified as having additional needs, to ensure that provision is as full as possible and they are supported until their return.

## 2. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

At Belthorn Academy, we feel that early identification of differences and needs is key to accessing and providing necessary support. The school operates a continual tracking system, which monitors the progress of all pupils from Year 1 – Year 6. Following teacher assessments at the end of every half term, any child who is deemed to be falling behind age related expectations, will receive targeted intervention. If there appears to be other areas of concern, or if interventions are not filling the gap after a reasonable period of time, outside agencies may be contacted, under the direction of the SENCo, for specialist assessment. Termly meetings with class teachers, the SENCo, Head teacher and the Assessment Lead take place to discuss all pupils' progress.

Children in EYFS are assessed using the 'Development Matters' document, following on from baseline assessment. Again, any pupil who is not making expected progress will receive targeted intervention. If concerns regarding speech and language or early signs of learning/emotional difficulties are evident, then we would seek outside support

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels.
- Concerns raised by a parent.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.
- Involvement of external agencies for assessment – eg if concerns regarding dyslexia/dyscalculia.
- Internal assessments – for cognitive or emotional needs.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

In most cases, pupils are only identified as SEND if they do not make adequate progress once they have been given good quality, personalised teaching, access to adaptations and intervention (1:1 or small group work for a specific topic or area).

Triggers for identification of a Special Educational Need could be:

- Little or no progress is made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need.
- The level of work continues to be significantly below the expected level for a child of a similar age.
- Communication or interaction difficulties, which create barriers to learning
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school
- Sensory or physical problems, which create barriers to progress despite the provision of personal aids or specialist equipment.

Factors, which are NOT SEN but may affect a child's progress and attainment are also taken into consideration. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a 'Looked After Child'
- Being a child of Service personnel

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the understanding that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above.

Our staff are diligent in their duties and responsibilities in recognising and identifying reasons for a change in progress and take all reasonable actions to address the root cause. At times and with parental permission, the school may seek the advice of external agencies such as:

- Special Educational Needs Information, Advice & Support Service (SENDIASS)
- National Health Service (NHS)

- Occupational Therapist (OT)
- Speech and Language (S&L)
- Child Action North West (CANW)

### 3. Who can you speak to at our school if you think your child may have special educational needs?

If you have any concerns regarding your child and SEND, then we ask you to talk to us – contact your child’s class teacher about your concerns, initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo and assessment lead.

The Inclusion team is made up of:

- The Head Teacher – Mrs Rowan
- The Early Years’ teacher - Mrs Kelly Drugan
- The Nursery Lead - Mrs Sam Hall
- The SENCO– Mr Stuart Carr
- The assessment lead – Miss Melanie Egan

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and keeping the SENCo informed of progress and developments.
- Writing pupil’s targets and creating Pupil Profiles, which identify barriers to learning and include tried and tested ways to help that specific learner.
- Sharing and reviewing information about progress with parents.
- Quality First Teaching
- Delivering targeted interventions to all children as and when necessary
- Ensuring that the school’s SEN Policy is followed in their classroom and for all the pupils

The SENCo: Mr Stuart Carr, is responsible for:

- Developing and reviewing the school’s SEN policy
- Co-ordinating the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents are Involved in supporting your child’s learning and kept informed about support children receive.
- Coordinating between professionals from a range of other agencies that could offer help, support and advice for the child.
- Updating the school’s SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**All information shared is treated confidentially and this will only be shared with the parents permission.**

The Headteacher: Mrs Helen Rowan, is responsible for:

- The day-to-day management of all aspects of the school, including support for
- children with SEND

- Holding the teachers class teachers to account to ensure provision is in place and of the highest quality.
- Ensuring the Governing Body is kept informed and up to date with SEND developments.

The SEN Governor: Mrs Lesley Billingham, is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

#### **4. How do we know what progress your child is making and how will we keep you informed?**

All parents and carers are encouraged to speak to their child's class teacher, or the SENCO if they have any concerns regarding their child's progress. We run an 'open door' policy in school and encourage parents to contact the office or come into school at any time. We will make every effort to ensure that parents can speak to the appropriate member of staff and that concerns are addressed within a reasonable amount of time.

Likewise, our staff will contact parents to raise any concerns regarding progress, behaviour or emotional and physical wellbeing of children. This may be in person or by phone if children are regularly collect by someone else. School may also provide a Home/School book as a means of regular contact with parents.

When a concern has been raised about differences in a child's learning potential, or about a specific need for additional support, a pupil profile is created. This is an open and working document that is added to by staff working with the child. It allows parents and children to suggest what help could be beneficial as well as highlight strengths and interests that could be a good focus for learning.

Parent's evenings take place twice a year and in the final term a written report is sent home.

Children who receive funding for their SEND have an annual review meeting which includes parents/carers plus any professionals who work with the child.

#### **5. How will our school support your child and, how will the teaching be adapted to meet their needs?**

As a school with an inclusive ethos, we make all reasonable adjustment possible to ensure that all children can access all learning opportunities and activities both in and out of school, such as school trips and local walks. Learning is differentiated in all classes to allow learners to be stretched and reach their potential. In some cases, pupils may be placed into other classes so that they can access more appropriate tasks, however this is monitored closely and discussed with parents.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. Targeted interventions are teacher led with additional TA support where appropriate. The SENCo, Head Teacher and Assessment Lead oversee the progress of any child identified as having SEND.

There may be an LSA (Learning Support Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's individualised programme of learning and is reviewed and updated during termly learning conversations. Individualised plans and targets aimed at removing barriers to learning will be shared with you and your child.

## 6. What is our approach to teaching pupils with SEND?

Belthorn Academy adopts a graduated approach to teaching and learning.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the
- pupils in their class, including when pupils access support from teaching assistants or
- specialist staff. All children are included in all lessons through an ethos of Quality First
- Teaching which is adapted to respond to their strengths and needs, as set out in the
- Teachers' Standards (2012).
- High quality teaching, differentiated for individual pupils, is the first step in responding to
- pupils who have or may have SEND. However, some children need additional
- help to make progress in their learning.
- In the vast majority of cases, interventions will run alongside the curriculum for the year
- group and not replace it.
- Pupils are only identified as SEND if they do not make adequate progress once they have
- been given good quality personalised teaching, access to adaptations and targeted,
- teacher-led intervention.
- Pupils who join school (either from an Early Years setting or another Primary School) with
- an already identified SEND will be catered for in the same way as children identified at
- Belthorn Academy.
- Targets are set and Interventions are planned with tackling barriers to learning as the
- priority.

## 7. How do we support children with mental, emotional or social difficulties?

Parental involvement is essential in addressing mental, emotional or social difficulties. The wellbeing of our children is something that we take very seriously and we provide a number of extra-curricular clubs aimed at maintaining our extremely nurturing environment. Our staff are trained regularly by Accrington Academy on keeping children happy and involved on the playground and we have a number of Year 6s who take on the role of Playground Leader to support children who may otherwise become isolated during breaks.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. In some cases, and with parental consent, children may meet with external professionals such as:

- Play therapists
- Child Action North West (CANW)

## 8. How do we adapt the curriculum and learning environment for children with SEND?

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions and supports will

be provided including footstools and writing slopes. We are currently developing our classrooms to be fully 'dyslexia friendly'. A range of practical resources are available to assist children in activities across the curriculum and classes have access to teaching assistants for most of the time.

Other children may access targeted and time-limited small group interventions (usually involving withdrawal from the classroom).

Interventions are established using precision teaching and a graduated approach. Teachers are fully responsible to make sure that all children in the class can access the curriculum at their level. Additional support is put in place to try and close small gaps. If gaps are not reduced, then teacher-led, targeted intervention is put in place to address specific barriers to learning.

Interventions include:

- Over-learning
- Pre-learning
- Time to talk (speech and language intervention programme)
- Access to additional resources in class
- Small group work
- 1:1 work with an adult

These interventions have been seen to improve confidence, increase levels of ownership that children have over their learning and promote meaningful engagement in activities.

In certain cases, it may be necessary to provide an alternative pathway for some children, where life skills need to take priority over a more academic based education. In these instances, programmes are designed and developed carefully by the Headteacher, Class teacher, SENCo and Assessment Lead, with an aim to equip children with the skills they need to live and work as independently as possible post-education.

### **9. How are decisions made about the type and how much support my child will receive?**

Additional provision will be made available if reviews and assessments identify that your child is not making the progress we would expect.

The types of support available may include support from a teaching assistant, specialist input from either an advisory teacher (Inclusion Support Service) or Educational Psychologist, or specialist software. If, following discussion with yourself, the class teacher and the SENCo, it is agreed that the school cannot meet a child's needs through existing resources, an application may be made to the local authority for an Education and Health Care Plan (EHCP).

Teachers will evaluate and review a child's progress and contact parents to discuss if the level of support needs to change.

For children who have long term, complex special needs the school may feel the need to apply for Statutory Integrated Assessment (SIA) This is a long and complicated process but school will guide parents through each step of the process.

### **10. How will our school help you to support your child's learning?**

Through regular contact, the school keeps parents informed of important information and upcoming events in the school calendar. Teachers post weekly blogs on the school website, where topic webs are also made available. This allows parents and carers to see the curriculum coverage as well as see what each class has been doing throughout the week.

The Headteacher also provides a weekly newsletter.

Usually, as part of our 'open door' policy, parents are invited to attend our 'Good Work' assemblies every Friday morning for another chance to see and celebrate the learning that all of our children have been participating in. However during the academic year 2020/21, proceedings have changed as detailed below.

**COVID AMMENDMENT:**

During current restrictions relating to COVID-19, we currently cannot facilitate whole school assemblies or parents entering the school to join our assemblies.  
 Parents whose children are awarded the class star of the week, are invited to join assemblies virtually, on Friday afternoons, to see the award being presented through Zoom.

**11. What specialist services and expertise are available or accessible through our school?**

- Educational Psychologist
- Speech & Language Therapist
- Occupational Therapist
- School Nurse
- Play therapist
- ASD team (Autism)
- CANW (mental health)
- Child and Adolescent Mental Health Service (ELCAS)
- NEST

Many of these services are currently working virtually and school will inform parents when this is the case.

**12. How are the staff in school supported to work with children with special educational needs and what training do they have?**

The Headteacher, Mrs Rowan, has completed the National SENCo award and acts in an advisory role to the SENCo, Mr Carr, who is currently undertaking the National SENCo Award. Mr Carr regularly attends the SENCo cluster meetings where a number of experienced SENCos meet to share best practice. Mr Carr has access to the SEND services for both Lancashire and Blackburn with Darwen councils (dependant on where children live).

Our staff are supported by the SENCo and external agencies. We have regular training for both teaching and support staff, to address the needs of children in our school.

Teaching staff and Teaching Assistants have received training on:

- Behavioural strategies
- Supporting pupils with ADHD
- Challenging pupils
- Supporting pupils with emotional needs
- Delivering reading interventions.
- Makaton (EYFS)
- Emotional literacy support
- One member of support staff has undertaken ELKAN training regarding delivering speech and language programmes.
- EpiPen training

If a child in school has a medical need then specific training from a NHS professional is sought.

**13. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?**

Activities and school trips are available to all children. All educational visits are risk assessed and measures are put in place to ensure that all children can participate. There are a number of opportunities for children to participate in residential trips through KS2 and staff work with parents and families to make every effort to enable all children to attend should they wish to do so.

**14. How will our school support your child's overall wellbeing?**

Belthorn Academy prides itself on holding pupil and staff wellbeing in high regard. Our staff team work together to provide high quality examples of team spirit and an exceptional work ethic as well as promoting a loving and nurturing attitude to all. The school provides a wide range of clubs that are adapted to meet the needs and interests of as many children as possible. We also run a breakfast and afterschool club where children can be looked after and fed for parents who have to be at work before and after schools.

To provide a happy, safe and caring environment, all children have weekly, age-appropriate PSHE lessons where they are taught about bullying, friendships and staying healthy and safe.

All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers.

Should parents have any concerns about their child, we would encourage to speak to the class teacher, the SENCo (Mr Carr) or the Headteacher (Mrs Rowan) so that any issues may be addressed.

If a child has a medical need then a care plan will be prepared, in consultation with Parents, carers and appropriate practitioners. This care plan will detail the child's medical need and how it should be managed, it will also contain any emergency procedures that staff need to be aware of.

**15. How accessible is our school both indoors and outdoors for children with special educational needs?**

Our school is a single storey building. We have a wheel chair accessible toilet with accessible changing and shower facilities in the Reception classroom and accessible toilets for adults in the office area. School is equipped in some areas with a hearing loop to assist those with a hearing impairment and this can be moved to other areas if necessary. All classrooms are accessible for a wheelchair. This includes access to learning outside.

We use dyslexia friendly strategies and a range of ICT programmes to support children with SEND.

**16. How will our school prepare and support your child when joining our school and when transferring to a new school?**

Transition is an important part of school life – whether it is to a new teacher in school or to a new school. For children with SEND we try to make this transition as smooth as possible.

We:

- Encourage all new children to visit the school prior to starting
- Can create 'social stories' with/for the children if transition is likely to prove challenging
- Organise extra visits with support workers
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.
- The Reception Class teacher will visit nurseries and pre-school settings in the summer term prior to children beginning at Belthorn.
- Teachers from the new school come to meet with the pupils and their families.
- Information sharing takes place between SENCO's.

- If necessary, cross school meetings take place.
- If it is an in school transfer, pupils become familiar with their new teacher and routines as part of the transition and extra efforts are taken to include the pupils before they move to their new classroom/teacher
- If a child has complex needs, then an IPRA, or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- Other pathways can be developed to support children in developing essential life based skills that will benefit them post education.

#### 17. Who can you contact for further information?

If you have any queries or concerns, please do not hesitate to contact the school either by email, phone or in person.

**Tel:** 01254 55620

**Headteacher** – Mrs Helen Rowan [head@belthornacademy.co.uk](mailto:head@belthornacademy.co.uk)

**SENCo** – Mr Stuart Carr [scarr@belthornacademy.co.uk](mailto:scarr@belthornacademy.co.uk)

**Deputy/Assessment Lead** - Miss Melanie Egan [m.egan@belthornacademy.co.uk](mailto:m.egan@belthornacademy.co.uk)

**SEN Governor** – Mrs Lesley Billingham (contact through the school office)

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