



# BELMONT SCHOOL

(Additionally Resourced Mainstream School)

## Special Educational Needs and Disability (SEND) Information Report OCTOBER 2021



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| <p><b>UNCRC Article 19 -</b><br/> <b>Every child has the right to protection</b><br/> <b>Global Goal 4 – Quality Education</b><br/> <b>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</b><br/> <b>Global Goal 10 - Reduced Inequalities</b><br/> <b>Reduce inequality within and among countries.</b></p> |                 |
| <b>Head Teacher</b>  |                 |
| <b>Name</b>  | Mrs P Aggarwall |
| <b>Chair of Governors</b>  |                 |
| <b>Name</b>  | Mr M Kara       |
| <b>Date Ratified</b>   | 13.12.22        |
| <b>Review Date</b>   | September 2023  |

## Our Commitment and Aspirations

***“All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.”***

Belmont is a fully inclusive school where we work together as a community to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

At Belmont School we believe that all children have a desire to learn. We are committed to giving every child, regardless of their need or difference, every opportunity to achieve and thrive. We do this by taking account of pupils' varied life experiences and individual needs. Our broad and balanced curriculum, which encourages our pupils to explore topics meaningful to them, aims to have high expectations for all children and endeavours to make the learning at Belmont challenging, interesting and creative through following the statutory curriculum that we are required to teach whilst adapting it to the needs of our pupils.

Just as our school ethos is underpinned by our commitment to the UNCRC charter setting out children's rights and The Global Goals for sustainable development, so this is also reflected across our curriculum provision. There are some children in our school who have significant challenges and barriers to learning and in order to full support these children we offer the provision outlined in this report.

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This document is intended to provide information regarding the ways in which we ensure we support all of our children including those with special educational needs and disabilities (SEND), in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs.

Once needs are identified, we ensure provision is put in place to support learning and progress across all areas of the curriculum. This provision includes quality first teaching, differentiates whole class and small group provision and individualised programmes of support. We also work closely with Harrow Special Educational Needs Assessment and Review Service (SENARS), Educational Psychologists (EPs), Speech and Language Therapists (SALT), Occupational Therapists (OT) and many other health care professionals. We ensure we regularly assess children's progress against set targets and objectives.

At Belmont we aim to ensure that children with SEND make good progress and achieve in line with other schools nationally. We ensure effective communication regularly takes place with parents and carers, other professionals and the local authority special needs service (SENARS) in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including the Educational Psychology Service), who assess children and advise parents and schools.

Other useful documents such as our Inclusion Policy and Behaviour for Learning Policy are available on the school website. If you would like further information about what we offer at Belmont then please do not hesitate to contact us directly. Further information about what is offered at Belmont School can also be found on the school website.

Harrow Local Authority also publishes information about SEND provision across the borough in its Local Offer. Details of this can be found at: [www.harrow.gov.uk/localoffer](http://www.harrow.gov.uk/localoffer)

## Who are the best people at school to talk to about my child's SEND?

It is advisable to speak to staff in this order as this will ensure swifter conclusion to your questions:

**Class teacher.** They are responsible for:

- Planning the curriculum, differentiation and assessing your child's progress and liaising with all members of staff who work with your child.

**Learning and Achievement Leader.** They will have an overview of matters concerning the whole phase

**The Assistant Headteacher for Inclusion / Special Educational Needs and Disability Co-ordinator (SENDCo).** They are responsible for:

- Coordinating all the support and intervention in the school, working with staff to identify any areas of special educational needs, keeping parents informed, holding the SEN reviews and liaising with all agencies involved in your child.

**Head teacher.** They are responsible for;

- The day to day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.

**SEND Governor.** They are responsible for:

- Liaising with the SENDCO / Inclusion coordinator to ensure the necessary support is in place for all children with SEND and that the school works closely with parents, carers and all other agencies to ensure good outcomes in all areas of the curriculum.

The names of these staff members can be found on the school website

## Leadership of SEND Provision

Our SENDCo co-ordinates support and interventions across the school, and from outside agencies. The SENDCo will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers are responsible for planning the curriculum and assessing your child's progress, including any additional needs they may have.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress. Through liaison with the SENDCo, most pupils with special educational needs will have their needs met through a graduated response and quality interventions.
- Where progress continues to be less than expected the class or subject teacher, working with SENDCo and other identified agencies will assess whether the child has SEND and continue to use a multi-agency approach in order to meet the child's individual needs.
- Where a Special Educational Need or Disability is established, the school, in partnership with parents/carers and pupils will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – regular reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding) and a multi-agency approach, a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.
- The school will regularly monitor and evaluate the effectiveness of its provision for pupils with SEND.

## How will I know how well my child is doing at Belmont?

In our school we have:

- An open door policy - parents welcome to make an appointment at any time.
- Partnership between parents/carers/pupils and teachers - we will communicate regularly.
- Informal discussions.
- Individual support plans for pupils who require additional support and are on the SEND Register.
- If appropriate, home school link books will be shared between home and school to ensure strong communication.
- Opportunities to discuss concerns with the Deputy Head teacher for Inclusion/SENDCo and specialist teachers
- If your child has an EHC plan, there will be formal meetings where progress is reported on and a report written and available. This is referred to as an Annual Review and is completed together with parents, staff and the pupil.
- Parent Consultation meetings where support plans and individual goals will be reviewed.

## **Other support available for children at Belmont School is set out below:**

In January 2020, we opened an Additionally Resourced Provision (ARP) for children who have an EHC plan with a primary need of severe learning difficulties. This was in response to the increasing demand for additionally resourced mainstream provision for children with severe and/or complex needs in the London Borough of Harrow. The 12 places within Stargazers are in addition to the published admission number of 90 places per year group. Further details about Stargazers, including admission criteria, can be found on the School's website.

## **Reviewing the Progress for Pupils with SEND**

Progress for SEND children is carefully assessed at Belmont School, with consideration of each child's individual and specific needs. If a child is on the SEND register, they will have an individual support plan which follows the graduated approach. This is reviewed throughout the year and assessments are made as to whether targets have been met.

Children with SEND are also assessed in terms of their academic progress through the school assessment system. If a child is working significantly below national expectation, the Growth Assessment Model will be used to capture smaller steps of progress. If a child with SEND is working on non-subject-specific learning, they will be assessed using the Engagement Model.

## **What happens if my child with SEND makes very little progress at school?**

Parents are encouraged to make an appointment with the class teacher if they have concerns about their child's attainment, progress or well-being in school. Parents may also meet with the SENDCo, Year Group leaders, Assistant Headteachers, Deputy Headteacher or the Headteacher regarding their concerns.

Where a child with SEND continues to make little progress despite the support provided by the School's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEN Code of Practice or through a request for an Education Health and Care (EHC) Plan.

Further information about this can be found on the Harrow Local Offer.

All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school. Our link Governor for SEND is Sunil Pindoria.

## **If you need to complain**

We very much hope that any concerns you have can be resolved through discussion with the school. In the event that you are not able to resolve issues, you will continue to have a right of appeal. Parents/Carers have the following rights of redress, should the school, governors or local authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The School's or Local Authority's complaints procedure
- An appeal to The SEN and Disability Tribunal (local authority decision)

- A complaint to the responsible body (Chair of Governors or local authority) for discrimination on the grounds of disability
- A complaint to the LA Ombudsman (Schools and LAs) If you would like further support

If you require further support accessing this document, or would like further information about SEND, you can also contact Harrow Special Educational Needs and Disability Information and Advice and Support Service (Harrow SENDIAS) Address: Harrow SENDIAS Service Cedars Hall Chicheley Road Harrow Weald HA3 6QH Telephone: 0208 428 6487

**What are the different types of support that may be available for children at this school?**

| Area of needs   | Whole school ethos and practice   | Possible focused support for some children's additional needs   | Possible support and intervention for a small number of children who may or may not have an EHC   |
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| <p><b>Social, mental and emotional health needs</b></p> | <p>Consistent application of the school's behaviour policy</p> <p>A positive supportive and nurturing environment</p> <p>Circle time/PSHE curriculum</p> <p>Whole school use of the Zones of Regulation to support mental health</p> <p>Rights respecting school programme / School Council</p> <p>Prefects and Sports Leaders. All of these help to develop children to be strong socially aware citizens of the future.</p> <p>Access to After School Clubs for all children regardless of financial circumstance</p> | <p>Identification and assessment in school</p> <p>Additional advice and support from outside agencies</p> <p>Adaptations to the curriculum to secure engagement</p> <p>Support to build relationships and engage</p> <p>School based counsellor</p> <p>Parental training and coffee mornings focused on mental health, zones of regulation and attachment</p> <p>Transition support for Year 6 pupils from the Mental Health Support Team (MHST)</p> <p>Whole class 'Brain buddies' curriculum delivered by the MHST</p> <p>Therapy Dog for individual and small group sessions</p> | <p>Interventions are implemented, reviewed and revised</p> <p>Work with parents to refer to CAMHS</p> <p>Targeted intervention to promote social skills and emotional resilience</p> <p>Adaptations to physical environment e.g. time out</p> <p>Monitoring and support in unstructured time e.g. breaks/ lunch</p> <p>Behaviour Management Plan/Pastoral Support Plan</p> <p>Regular meetings with parents to monitor progress</p> <p>Access to Mental Health Support Team (MHST) following referral</p> |

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| <p><b>Speech, language, communication and interaction</b></p> | <p>Training for staff to meet the diversity of communication language skills</p> <p>Strong emphasis on speaking and listening and phonics teaching</p> <p>Communication friendly learning environment</p> <p>Makaton used across the school</p> <p>Visual timetables consistently used across the school</p> <p>Learning environment considered to be inclusive for all</p> | <p>Elklan trained learning support via our Inclusion team</p> <p>Small group phonic support</p> <p>Personalised support within the class</p> <p>Language monitoring systems upon entry to Reception and follow up provision</p> <p>SALT interventions delivered by LSAs supported by the therapist.</p>  | <p>Access to small teaching and learning groups</p> <p>Additional in class LSA support</p> <p>Alternative communication systems</p> <p>Speech &amp; Language Therapy planned and delivered by a qualified therapist or therapy assistant</p> <p>Advice and support via Autism outreach team</p>  |
| <p><b>Autism</b></p>  | <p>Structured day</p> <p>Positive behaviour management</p> <p>Management strategies</p> <p>Learning style understood.</p> <p>Differentiation within lessons</p> <p>Visual strategies readily available in the classroom for all</p>   | <p>Curriculum modified to take account of learning styles</p> <p>Individual coaching and support from the class teacher and our Inclusion Team</p> <p>Use of appropriate resources e.g. visual timetables, social stories, work stations.</p> <p>Use of the TEACCH approach to structure learning</p> <p>Access to specialist staff, including SLE for Autism and Autism Advisory Team (Harrow LA) for specific observation and intervention</p> | <p>Key teacher and support staff forming team around the child</p> <p>Small group targeted intervention.</p> <p>ICT used to reduce barriers</p> <p>Alternative communication systems, including Makaton, PECS, communication boards, AAC etc.</p> <p>Advice and intervention from Harrow Outreach Autism Service</p> <p>Individual learning stations</p> |



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|  |   |   | SALT and OT, alongside other interventions where appropriate   |
| <b>Cognitive and Learning/Moderate Learning Difficulties</b>   | <p>Differentiated teaching of the curriculum</p> <p>Teaching resources are accessible and appropriate</p> <p>Multi-sensory approach to learning</p> <p>Interactive environment</p>  | <p>Curriculum is adapted to meet the needs of pupils</p> <p>Targeted intervention programmes</p> <p>Support Plan if child is on the SEND register</p> <p>Specific goals broken down into SMART steps</p> <p>Differentiated resources are provided as appropriate</p> <p>Learning support via in school Inclusion</p> <p>1:1 reading alongside intervention programmes</p> | <p>Access to small teaching and learning groups</p> <p>Additional in class LSA support</p> <p>Additional specialist teaching support</p> <p>Educational Psychology assessment / support</p> <p>Access to personal ICT/ adapted ICT equipment</p>   |
| <b>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</b> | <p>Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</p> <p>Provision of specialised equipment.</p> <p>Curriculum is adapted</p> <p>Seating position within class prioritised.</p> <p>Use of Makaton Sign Language across the school and embedded into planning</p> | <p>Modified learning environment.</p> <p>Learning support via our Inclusion team.</p> <p>Occupational Therapy and Physiotherapy support and advice from health team.</p> <p>Mobility and care plan management</p> <p>Liaison with a range of medical professionals as needed assistance via School Nursing Team</p>   | <p>Individual protocols and plans for children with significant physical and or medical needs.</p> <p>Additional modifications to the school environment</p> <p>Additional resources to reduce individual barriers to learning</p> <p>Occupational Therapy and Physiotherapy from LSAs</p> <p>Access to external advice and assessment.</p> <p>Advice and outreach from Sensory Team</p> |