



Belle Vale Community Primary School



SEND Information Report 2022

SENDCo and Inclusion Manager:

Mrs Gemma Bazley

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SEND Governor:

Mr Rob Earnden

Liverpool's Local Offer: <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

SEND Page on School Website: <http://www.bellevaleprimary.co.uk/send-info/>

Our Approach as a School:

Belle Vale Primary School is a mainstream primary school and we are committed to inclusion. We have high expectations of our staff to ensure we deliver high quality first teaching and that we apply a differentiated and personalised approach to teaching and learning.

We meet regularly to discuss the needs, progress and aspirations of all of our pupils and we work closely with parents/carers to ensure our children can achieve the best possible outcomes. We make it a point to discuss aspirations with ALL of our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements. All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

Underpinning ALL our provision in school is the **graduated approach** cycle of:





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Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs of what supports the pupil in making good progress and securing good outcomes.

ASSESS: - In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour, their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least once a term in our school.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENDCo agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. We write learning plans and passports for our pupils with Special Educational Needs and Disabilities and we review these as often as required but at least three times per year.

DO: - The School's SENDCo/Inclusion Manager, Mrs Bazley, supports the class teacher in problem-solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery and ongoing impact of interventions. They work closely with Learning Support Assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children may have an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school annually. These reviews are arranged at school and are part of the SENDCo/Inclusion Manager's role. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENDCo/Inclusion Manager attending meetings offsite to support the transition process.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.





SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

From Early Years Foundation Stage there is a great emphasis on communication and interaction. Our staff are trained to deliver Early Talk Boost, Talk Boost and Wellcom to assess speech and language ability and provide programmes of intervention to boost skills significantly. We also work alongside speech and language therapists to deliver personalised programmes of support. The use of visuals is promoted throughout the school to support all children and young people including those on the Autistic Spectrum. Our Learning Support Assistants are trained to deliver interventions such as 'Time to Talk' and 'Socially Speaking' which are specifically tailored to develop communication and interaction. We also use strategies such as social stories to support our children with social communication and interaction difficulties.

2. Cognition and learning

All children and young people are entitled to quality first teaching in lessons that are adapted to meet needs and all staff have high expectations of the children. For those children requiring additional support we can provide a range of intervention programmes at any time. For example; Read Write A to Z, Precision Teaching, Paired Reading, FirstClass@Number, Success@Arithmetic, Read Write Inc One to One, Toe by Toe.

Teaching staff and support staff work closely with the SENDCo to ensure teaching practises and resources are appropriate for the needs of individual children. We liaise with outside agencies to gain advice, support and to plan further provision for our children.

3. Social, emotional and mental health

We recognise that children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. We have clear processes to support children and young people and this is linked to our behaviour and child protection policies. The school provides support for pupil's social, emotional and mental development in the following ways:

- Using the ROAR rainbow in all classes
- One to one or small group pastoral support from Miss Wilson (pastoral support assistant) or Mrs Bazley (SENDCo)
- Coaching and mentoring
- Referring to the Seedlings project which involves therapeutic intervention from trained psychotherapists
- Referring to the Education Mental Health Practitioners
- Proving children with Th.Inc Room (Therapeutic Inclusion) or Let the Toys Talk transformative play intervention
- Support with strategies for managing behaviour
- Giving all children time to talk
- SENISS support





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- Accessing support from CAMHS where possible
- Maintaining robust anti-bullying practices and ethos throughout the school
- Helping to develop self-esteem and well-being through the curriculum and by holding themed events such as Anti-Bullying Week and Children's Mental Health Week
- PSHE lessons following Jigsaw including those with a particular focus on Mental Health
- Assemblies and other rewards to celebrate positive behaviour
- School trips and visits to enhance provision
- Regular communication with parents/carers
- Supporting parents and carers through the EHAT process
- Providing a stimulating and nurturing learning environment throughout the school
- Promoting our school community on Twitter and sharing in our children's successes

4. Sensory and/or physical needs

At Belle Vale Primary School we support children with a range of physical and sensory needs. These needs may be met through a health care plan which is written in collaboration with health services. Our Supporting Pupils with Medical Needs policy outlines the provision we arrange for children with medical needs. The SENDCo works alongside staff, parents and outreach services to plan provision to ensure that all children have full access to the curriculum.

As of September 2022, we have 44 children receiving some form of SEN Support. These are divided amongst the four broad areas of need as follows, based on their primary area of need:

Communication and Interaction: 57%

Cognition and Learning: 18%

Social, Emotional and Mental Health: 16%

Sensory and/or Physical: 9%

These figures are subject to constant variation as pupil's progress and individual needs are regularly assessed and reviewed. We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, lesson observations, termly progress meetings and data analysis.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

| Action/Event | Who's involved | Frequency |
|--|---|----------------------|
| Parents Evenings | Parents, staff, pupils | Termly |
| SENDCo Drop Ins/Coffee Mornings | SENDCo, parents | Half Termly |
| Team Around the Family meetings | Parents, staff, relevant agencies | As and when required |
| EHAT Reviews | SENDCo, parents, relevant agencies | As and when required |
| Meetings with Outside Agencies e.g. SENISS, Educational Psychology Service | Professional from Outside Agency, SENDCo, parents | As and when required |





Staff Development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

| Initials of person | Area of expertise | Level of Qualification and Training |
|--------------------|----------------------------|---|
| GB | SEND | QTS, NPQML, National Award for SENDCo EHAT Trained Mental Health First Aid Trained Speech and Language Referral training Team Teach De-escalation techniques Sensory and Motor Difficulties Training ROAR Mental Health Trained |
| NK | Reading Recovery | QTS Degree Level |
| AN | Early Years | Forest School EHAT Trained ELKLAN Trained Positive Handling Wellcom Trained |
| GJ | Deputy Headteacher | EHAT Trained |
| KW | Pastoral Support | Th.Inc Room Let the Toys Talk |
| AMc | Learning Support Assistant | Blank Level Questioning Speech and Language |
| JB | Learning Support Assistant | ELKLAN |
| SC | Learning Support Assistant | Wellcom Trained |
| All Staff | | Attachment and Trauma Training Dyslexic Strategies ADHD and Neurodiversity |
| GB, KW, AN, SC | KS1 and Reception | Talk Boost |
| AN, SC, CI, JB | EYFS Staff | Early Talk Boost |

Training is attended by key individual staff members and where appropriate, disseminated to the whole staff or to identified groups of staff to be put into practice throughout the school. The SENDCo also attends termly SEND Briefings provided the local authority.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and to ensure they are prepared for adulthood from the earliest possible age.

Our support staff have a high level of expertise in supporting pupils and delivering interventions. They are deployed throughout school to provide targeted support for children on a one to one basis and also



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in small groups. Children who require support are identified during termly pupil progress meetings and following on from this, interventions are then decided upon.

Finance

Our notional SEND budget is based on authority guidelines of £6000 per pupil which is allocated based on the needs of the child. A proportion of our budget is used for continued professional development to ensure our staff are kept up to date with strategies and approaches to effectively support children with SEND. It is also used when needed, in the following ways:

- To employ additional members of support staff
- Non class based SENDCo
- Resources to support children with SEND
- Specific training for interventions
- Commissioned external services e.g. Educational Psychology Service

Where individual pupils with significant additional needs require more than £6000 per annum spent on them in order to meet their needs, the SENDCo in consultation with parents/carers can apply for additional High Needs Top Up funding from Liverpool City Council. This funding is needs assessed and requires the submission of significant evidence based on each individual child.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome several children with special educational needs or disabilities and we supported seven children with additional needs in the transition to their next phase in education.

Our approach involves meeting with the staff at receiving schools and ensuring all relevant information is transferred effectively. This has also involved Team around the Child meetings to ensure all professionals working with families have been involved in the process. We welcome transitional visits to our school and are happy to meet with parents. The SENDCo works with the EYFS team to find out all relevant information about any children with SEND who will be joining our Reception class each academic year so that appropriate provision can be made.

Our SENDCo meets with the SENDCo and relevant staff from Secondary settings to transfer information regarding pupils, including any reports from outside agencies. This helps new schools to have an understanding of each individual child's needs and enables them to make any necessary changes or put additional provision in place if required.

Complaints

Our complaints policy and all other policies are available through our website. We have not received any complaints about SEND Provision or Inclusion this year.





What has worked well this year

For our school this has included:

- Working in partnership with parents/carers
- Liaising with outside agencies to support families
- Improving our SEND paperwork and communicating this with parents/carers
- Staff Training
- Having high expectations of children with SEND

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year includes:

- Further developing our support programme for the Social, Emotional and Mental Health needs of our children and staff
- Further developing our learning interventions to support our children
- Further developing our staff training programme

Relevant school policies underpinning this SEN Information Report include:

SEND Policy

Supporting Positive Behaviour and Social and Emotional Development Policy

Mental Health Policy

Teaching and Learning Policy

Child Protection Policy

Equal Opportunities Policy

Assessment and Marking Policy

Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date presented to/approved by Governing Body: December 2022

