



Belmont School Special Educational Needs and Disability (SEND) Policy

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Definition of Special Education Needs and Disability (SEND)

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to or different from that generally made for others of the same age (within a mainstream environment). A disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Background Rationale

An Education Health and Care Plan (EHCP) is a legal document which describes a child's special educational needs and details the help they should receive. If the Local Authority issues an EHCP, it considers the recommendations of all the reports collected during the Statutory Assessment. This detailed investigation into a child's learning needs is the first stage in the process. The school or a parent can ask for a statutory assessment. If a school asks for one, they must inform the parents. Parents are invited to give their views on the proposals set out in the EHCP and which school they would prefer their child to attend.

Once agreement has been reached on the proposed resources and the school placement the EHCP is written. All EHCPs are reviewed annually at a meeting held at the school to which the parents/carers, teachers and other relevant agencies are invited. This meeting will:

- assess the child's progress towards meeting the outcomes specified in the EHCP
- assess the success at meeting specified targets over the past year,
- plan the outcomes for the following year,
- consider whether the EHCP should be maintained, needs amending or should be discontinued.

The Local Authority will try and meet a student's needs within a mainstream school whenever possible. However, there are exceptional cases when it is felt that the child should attend a Special School. Belmont School is for children and young people aged between 4 and 16 who are experiencing a variety of learning difficulties. The school is for students whose special needs have been identified as: Moderate Learning Needs.

Introduction

Belmont School has a countywide catchment area. The school endeavours to meet the needs of students with moderate learning difficulties and additional needs such as Language and communication, social & emotional difficulties, Autism and Medical. All children's needs are considered on an individual basis. Belmont provides access to a broad and balanced curriculum for students aged 4 to 16. At Belmont, all students have identified special needs and will be offered differentiated support to meet their personal learning needs.

Our Vision and Ethos

At Belmont School we are committed to ensuring that all children reach their true potential, "being the best they can be". Our core values are "relationships, kindness and high aspirations". The achievement, attitude and well-being of our whole school community is

vital. The whole community is responsible in playing their part in ensuring that Belmont school is a great place to be for all. We respect the individuality of all.

Purpose

Overall aim: For all students with Special Educational Needs to reach their full potential in a supportive environment that prepares them well for adult life, enabling them 'to be the best they can be' and develop:

- Socially
- Morally
- Spiritually
- Culturally
- Academically

Aims and objectives:

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child and to ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students.
- To ensure that the special educational needs of each child are identified, assessed, provided for and reviewed regularly.
- To clearly identify the expectations and role of all our partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all students to have full access to all elements of the school curriculum and school life.
- To enable students in the school to work towards promoting a positive self-image and a sense of self-worth and take the views and wishes of the student into account.
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.
- To enable all students to develop life skills they can use in the wider world and in the next steps of their learning journey.

Belmont School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. All children and young people with SEND are valued, respected and treated as equal members of the school community. The school seeks to raise achievement socially and emotionally as well as academically; remove barriers to learning; and increase physical and curricular access for all. Belmont strives to be an inclusive institution through its:

- Inclusive ethos.
- Support for the child's emotional health and well-being.
- Broad and balanced curriculum for all children.
- Systems for early identification of barriers to learning and participation.
- High expectations and appropriate targets for individuals.

Admissions procedure

Admission is based on the needs of the individual child or young person and may take place at any point in the year but most transition at the start of a year.

All students at the school will have an EHCP. All referrals for the placement of children and young people with an EHCP are discussed and decided by the Local Authority's multi-agency Special Needs Resource Panel. The views of an Educational Psychologist are sought in support of this process. Once Panel have approved a Special School placement, Paperwork is sent out to Special School heads who will look at whether needs can be met.

Students' continuing needs and suitability of school will be monitored through the subsequent process of the Annual Review of the ECHP. Where appropriate, this process will support reintegration into mainstream school with Outreach support. Transition reviews, for students aged 14-16, will be held annually to plan for the most appropriate post-16 placement. This will include consideration of Further Education (FE) provision. Further information regarding Admissions can be found on our website: www.belmont.sandmat.uk

Specialised provision within the school

In order to provide for the diverse needs of its population, Belmont School has adapted its environment to include:

- Improved wheelchair access including disabled toilets in both buildings.
- Improved security, safety and access to the buildings.
- Improved fire exits, ramp access, hand rails and push bars.
- The purchase of appropriate equipment for students with disabilities.
- A comprehensive range of refurbished medical facilities including drug administration, shower/changing facilities, medical risk assessments and on-going training for staff to administer first aid and medical care associated with individual need.
- Designated teaching areas and resources to facilitate the delivery of a range of Entry Level Vocational Courses.
- A Therapeutic Intervention Suite comprising a bespoke Therapeutic Sensory Room for Therapeutic Play; soft play facilities; Sensory activities; a Communication room; intervention spaces to deliver a range of interventions; and a purpose-built swing room.
- Dedicated staff have been trained to deliver interventions to support academic and holistic learning. Interventions include: Thrive, Lego communication, Fizzy, sand play as well as reading and spelling interventions.
- Dedicated staff have trained to become Thrive practitioners and trauma informed practitioners within the school.
- As a school we now have our own Speech & Language therapist. We also have an experience Occupational Therapist working with us as a school and our children. We have strong links with an AAC specialist for those children who need communication aids to support with progress within this area.

(Additional information to be found in our Equality & Diversity Policy and other relevant documents)

Support is also offered from The Primary Care Trust and provides:

- Speech and Language Therapy (SALT) provided by the NHS for one day per week. We have an additional 2 days a week from our employed SALT.
- In addition, students that require extra ongoing support with Speech and Language receive support from school staff who have had training and support from the SALT therapist.
- Additionally, we have some children who have funding for private SALT work and input from an AAC specialist. We plan to work closely with a **communication** device company to ensure we have materials to support the progress of communication for all pupils.
- Occupational Therapy audits have been completed and sensory profiling of students takes place for those who have been identified. School are working with both NHS and a private therapist funded by the school to meet needs of individuals. Linked to this we now have our own SALT and OT assistant to support the programs for these pupils.
- Physiotherapy for students in the school when it is appropriate.
- Educational Psychologist observations when appropriate
- School works with play, music and drama therapists for pupils who have this as an identified need of support.
- A Mental Health Coordinator has been commissioned by the school to provide students with active listening and counselling support.
- Five named Thrive practitioners in school to support social and emotional wellbeing of students. One who is trained in adolescence Thrive.
- Two Trauma informed practitioners working within the school.
- A wide range of interventions to support their holistic and academic needs.
- In addition to this, Belmont have appointed an intervention HLLP who works with students to improve their academic and holistic abilities both in small groups and independently.
- This year we have a Higher Level tutor to support the progress in core subjects using our catch-up funding.
- We are a “Young Minds Matter” school who are organisation to support with pupils’ mental health and well-being.
- We are a CYPs LD school and our Mental Health Coordinator will refer anyone who needs support from this team in communication with parents.
- We have 4 members of staff who have been trained in Percutaneous endoscopic gastrostomy (PEG) feeding.
- We have 1 member of staff trained as a Team Teacher trainer within the school and all staff have been trained to safely support children.

The school nurse meets primary health care needs and liaises with other health professionals.

Partnership with parents also plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents will be treated as partners and supported to

play an active and valued role in their children's education. Parents are invited to contribute their ideas during parent conversation meetings, annual reviews and through regular communication.

Children and young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and the transition process. For example, all students and their parents/carers are invited to attend parent conversations and Annual EHCP Review meetings.

Students are regularly involved with the assessment of their progress in tutor sessions. Attendance is monitored on a weekly basis. Students are involved in setting their own outcomes for the EHCP and are asked to judge their performance three times a year during end of term reporting. Students are encouraged to assess how well they have done in each subject area during this reporting process. Students are aware of their EHCP outcomes, personal targets or positive handling plans and can refer to these when needed. These outcomes or targets will either be found on their desks or within their personal progress files.

As part of its designation, the school has a role of providing, in liaison with all Gloucestershire special schools, an outreach/ in-reach service to support other providers in the county to meet the needs of children and young people with special educational needs. This enables Belmont to contribute to local area provision, extend its partnerships with a range of providers, and so contribute to the county's strategy for improving outcomes for all children and young people aged 0-25 in Gloucestershire.

Further information about the provision and support we provide can be found in our Local Offer and SEND information report. These documents are updated annually with current information about Belmont and our approach to SEND in particular MLD.

Further information on the services provided by the Primary Care Trust are available from their website at www.glos-care.nhs.uk/our-services/children-young-people

Allocation of Resources

The school has a fully delegated budget which is managed by the Governing Body through its Finance Premises and Staffing Committee.

Recommendations for expenditure are identified by the Headteacher and Senior Leadership Team (SLT). However, all members of the staff community have opportunities to suggest expenditure to best meet the needs of our students. Subject co-ordinators have a budget to purchase resources in line with their subject development plans and the needs of the students within their subject.

It is recognised that the most valuable resource is staffing and there is a commitment to use a high proportion of our resources to invest in our staff to retrain and recruit skilled professionals as the school population continues to expand and grow in diversity. Belmont

school identifies the needs to provide staff with continued professional development (CPD) to support the learning and progress of the students within our school community.

Children in Public Care

A register of looked after children who attend Belmont School is maintained by the designated Child Protection Officer (Clair Veli) and the Operational Lead Safeguarding Officer (Rachel Carroll). They liaise with all the approved agencies as required by recent legislation. All school staff receive basic training in Safeguarding Children to raise awareness of the signs and symptoms of abuse. For further information, please see our safeguarding Policy. As a school we recognise that children with SEND can potentially be abused as a result of their needs meaning children may be prone to isolation and due to this we have put in extra pastoral support. This means that these children can be extremely vulnerable and through our assessment of the child and situation we recognise this through our extra PSHE within the curriculum and being a core subject for the school. We ensure we have a dedicated safeguarding lead and operational lead within the school. The school also ensures that additional interventions are put into place to meet their social, emotional and academic needs.

Identification, Assessment, Provision and Review

Gloucestershire follows the Codes of Practice for Special Educational Needs and Disability Rights. Other agencies and professionals involved with the student are invited to attend annual review meetings or contribute to reports. EHCP outcomes and personal targets are reviewed regularly with the students to ensure that they are involved with their learning journey. Where possible and appropriate, students are encouraged to take part in annual reviews and set their own outcomes.

At Belmont School, assessment, recording and reporting is an integral part of target setting, planning, teaching and learning. It should provide diagnostic, formative and summative information about the individual strengths, weaknesses, abilities, needs and progress of each student.

The procedures and practices involved in assessment, recording and reporting should be realistic and manageable. We believe students, parents and teachers should be actively involved in this process. Class Teachers, in conjunction with the subject coordinators, are involved in drawing up EHCP outcomes and personal targets for children and young people. Targets are linked to improvement in the highlighted areas of needs within the EHCP.

Student progress is assessed through the use of National Curriculum key stage indicators and Belmont's bespoke assessment tracking system for both academic and holistic needs (subject stages and the EHCA'S), which is completed on Pupil Asset and through THRIVE assessments. Student progress is monitored through regular assessments and reporting in conjunction with pupil asset. The class teacher/ subject lead liaise with the Deputy Headteacher, (with responsibility for assessment) to identify where progress is not being made to identify potential strategies and interventions to support future progress. The SENCO is responsible for analysing our intervention data (EHCA's and Thrive assessments) and programming interventions to meet students' needs in conjunction with our intervention's coordinator and mental health coordinator.

The Deputy Head teacher / SENCO (Chantel Yeates) meets with the SEN Link LAB members (Jane Ozanne and Ruth Hansell) to provide analysis of student progress and discuss any SEN issues that may arise. (Please see teaching and learning policy for further information).

Access to the Curriculum

All students have an entitlement to a broad, balanced and relevant curriculum.

Belmont School delivers a curriculum appropriate to the age, interests and abilities enabling them to gain positive learning experiences to achieve their full potential. All students are taught with their peers in small groups; however, there are timetabled sessions for students to receive additional, one-to-one or smaller group sessions where staff can focus on their individual, physical learning and/or social and emotional needs.

The school community which incorporates the SLT, teaching staff, parents/ carers and students working together with additional professionals create a stimulating and interesting curriculum which continually evolves to meet the needs of our students. The primary and secondary department take an active and creative approach to learning and extend their strengths and build upon their areas of needs. This curriculum enables teaching staff to assess and monitor needs whilst identifying and developing student's individual strengths in order to develop the 'whole child'.

In their planning, staff strive to:

- Provide suitable learning challenges.
- Meet the students' diverse learning needs.
- Remove the barriers to learning and assessment.

Belmont School facilitates students with the opportunity to access a wide variety of external accreditation in a range of core subjects based on their academic abilities. Students leave Belmont School with a substantial portfolio of evidence, including reports and references from their work experience placements, which prepares them for further education and the world of work.

Belmont School delivers a challenging curriculum that meets the learning needs and abilities of our students. Teachers use a range of strategies to develop the students' knowledge, understanding and skills. Materials are modified and extra support is provided to enable students to access the learning or the assessment processes.

Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

These may include:

- Individual or small group programmes to develop expressive and receptive language skills, and memory and reasoning skills.
- Support in acquiring literacy skills.
- Help in organising and co-ordinating spoken and written English.
- Help with sequencing and organisational skills.
- Help with problem solving and conceptualisation.
- Programmes to aid improvement of gross and fine motor competencies.

- Support and use of technical terms and abstract ideas.
- Help in understanding ideas, concepts and experiences where information cannot be gained through first-hand sensory or physical experiences.

The school acknowledges that its practices make a difference. Because of this, the staff regularly review issues related to the specific needs of the students and consider classroom organisation, teaching styles and methods as well as materials and tasks to determine how these could be improved.

Students have specific outcomes and targets to develop to ensure they understand their goals and progress. These feature significantly in the provision that is made in school. By breaking down existing levels of attainment into small and simple graded steps, we ensure that children and young people gain success. Pupil Asset, using our Belmont assessment standards, is used as a tool to record, monitor and analyse student progress.

At Belmont School, students' literacy skills are developed through high quality phonics teaching using the Read Write Inc program. Phonics teaching does not always offer positive learning experiences for all students. Therefore, we also have access to a sight word program called POPS. We also use the Black Sheep communication tools to ensure the children are ready to access traditional phonics teaching.

Students who are not making their expected progress are supported by employing a variety of strategies which may include small group work and one-to-one intervention.

Examples of Intervention Programmes delivered as required include:

- Dancing Bears(Reading intervention), Apples and Pears (Spelling intervention), reading, eggs, Social Language Programme, S&L 'Dandelion reading scheme' - phonically based, Handwriting schemes- Pegs 2 Paper, Education city, "Toe by Toe".
- Numicon Doodle Maths, Education city, Power of 1 Maths intervention, use of concrete materials to secure understanding of concepts, such as place value, Dienes Blocks, geared clock faces, Dyscalculia toolkit.
- Active Listening/Counselling, Therapeutic Play, sand play, heartmath, draw for talking, Anger Management, working memory, Occupational Therapy, Lego communication, Fizzy, Clever hands.
- Thrive: Personal, Social and Emotional support programme
- Mental health and well-being interventions highlighted by our coordinator or referrals to outside agencies.
- Occupational therapist programs of support- with highlighted resources to support their needs.
- Communication interventions outlined by SALTs or AAC device specialist.

Professional Development

Where possible, the school seeks to recruit staff who have had additional training or experience in working with students with special educational needs. All staff are given the opportunity to enhance their knowledge and skills of special needs through continued

professional development. All staff are trained in basic Team-Teach positive handling techniques to promote the confidence and safety of the students and the adults who work with them.

In-service training for staff is highly valued at Belmont School, enabling all staff to be equipped with the knowledge, skills and strategies to support the needs of our students.

These training opportunities may include:

- Staff to attend a range of local and national courses .
- SENCO Link to attend SENCO cluster meetings and the SENCO conference.
- Staff to access a range of externally accredited courses e.g. master's degrees, diplomas, certificates in counselling, etc.
- Training for LP's, e.g. HLLLP training, LP standards.
- Intervention staff to have regular training to update and extend their skills within these areas, also a time to share and train wider school staff in these areas- for example THRIVE qualification.
- School INSET and weekly focused sessions - training on range of topics for example: using new technologies, Parental Conversation training, Foetal Awareness Training, First Aid, Autism Awareness, behaviour for learning, Pathological demand avoidance (PDA), Mental Health and well- being and THRIVE modules.
- Training provided by speech and language, AAC device and Occupational therapists to allow for fluid interventions and support to take place for pupils, this can be at whole staff level or with a smaller group depending on the need.
- Induction programmes and peer mentoring for newly qualified teachers and staff new to the school.
- Training / support for parents via Parent Teaching and Learning Conversations evenings and family support seeking parenting courses when needed.

Links with Other Schools, Teachers and Facilities

As an Outreach/ In-reach Provider and an Outstanding Specialist School for Moderate and complex needs, strong links have been forged with mainstream school and special schools to provide ongoing CPD and support for all. As part of the SANDMAT we have access to a wide range of CPD and support across the trust to upskill and share best practice.

The Outreach/ In-reach programme delivered by Belmont School to mainstream schools across the county, ensures that the sharing of facilities, resources, materials and good practice between staff and schools continues. Shared activities and Insets enable staff and students to benefit from working in collaboration.

The Role Played by Parents of Students with SEN

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND Framework.
- Ensure that families are aware of the Parent Partnership Service as required.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

When selecting Belmont School for their children, parents/carers are encouraged to visit classes, meet staff and students, and discuss the range of provision available. Parents have access to a wide range of information regarding Belmont via our website or admission information packs.

Regular on-going contact and discussion related to their child's education and support is made using a variety of procedures including: Class Dojo (Instant Messaging service from classes), telephone calls, informal end of the day chats, Primary Parent Contact system, individual letters, school certificates and reports, school assemblies, concerts and Parental Teaching and Learning Conversations meetings and Annual Review Meetings.

A parent/carer questionnaire is sent out on an annual basis; these views are used to inform the school development plan. Parents and carers are also encouraged to become members of the School Governing Body.

Key Roles and Responsibilities

The SENDCO: responsible for overview and running of the SEND policy, local offer and SEND information report. Ensuring the right provision is in place for all students including programming interventions. To plan and have an overview of the EHCP process and parent conversations. The SENDCO is part of the SLT.

The SENDCO is Mrs Chantel Yeates (chantel.yeates@belmont.sandmat.uk)

SEND LAB Members: Responsible for monitoring policy implementation on behalf of the Local Advisory Board and liaising between the SENDCO and Governing Body. The Link members are Jane Ozanne and Ruth Hansell.

Designated Safeguarding Lead: Mrs Clair Veli (Assistant Headteacher)

Designated Operational Safeguarding Lead: Ms Rachel Carroll (HLTA)

The Coordination, Monitoring and Evaluation of the Education Provided for Students with SEN including the Role of Local Advisory board

The SLT liaise with the school's Special Needs Co-ordinator (SENCO), and collectively are responsible for the day-to-day management of special needs matters, including the management of teaching assistants. All class/subject teachers are responsible for planning detailed programmes to meet the special needs of students in their class. They refer concerns and/or additional needs to the SLT, SENCO, Key Stage Leaders and concerns are raised at monthly Pastoral Meetings. The aim of all staff working at Belmont School is to

provide an education appropriate to the specific needs of the student, achieved by a structured, well-planned and broad-based curriculum of work with regular review procedures as part of a continuous assessment process.

The local advisory board of the trust work, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for children with SEN. The governors will:

- Ensure that all children with SEN receive access to an appropriately differentiated, broad and balanced curriculum.
- Report to parents on the implementation of the school's policy for students with SEN.
- Identify value added data for students on the school's SEN register.
- Gather evidence from OFSTED inspection reports and use to inform future school development.
- Compile annual report to parents.
- Approve the School Development Plan.

There is a Special Needs Link from the board who works with the SENCO to monitor special needs provision within the school. They are made aware of particular needs where they have an impact on the students' learning, health and safety, and school resources. The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the trust board report annually to the parents upon the quality of education provided for and the achievements of its students. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Head teacher and SLT
- Analysis of the attainment and achievement of different groups of students with SEN, in line with Belmont School Progression Guidance.
- Success rates in respect of EHCP outcomes and personalised targets.
- Post- 16 destinations of students.
- Scrutiny of teachers' planning and students' work.
- The views of parents and the students.
- Regular monitoring by the governing body/SEN governor.
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time.
- Regular meetings between SENCO; assessment co-ordinator (CY Deputy Headteacher) class/subject teachers; subject leaders; pastoral head and learning support workers.

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

Arrangements for Dealing with Complaints from Parents/Carers

Information can be found in Belmont School's Complaints Policy.

Parents and carers with complaints can request a copy of the schools Complaints Policy and follow the set procedure.

Policy Review

This policy will be reviewed annually. Please see also our 'SEN Information Report' and 'Local Offer' (Updated Annually) the latest versions of which can be found on our website.

BELMONT SCHOOL

SEND INFORMATION REPORT

2023-2024

SEND PROVIDED FOR:

Belmont school is part of the SANDMAT academies trust. Belmont School caters for children with moderate learning difficulties and additional complex needs such as speech, communication and language difficulties, children on the autistic spectrum and children with social emotional and mental health difficulties. Children who attend Belmont all have an Education, Care and Health Plan (EHCP). Referrals to Belmont are looked at on an individual basis. Children who attend Belmont have moderate learning difficulties as their primary need.



POLICIES FOR SEND

All Students at Belmont School have SEND. The curriculum is modified and differentiated to meet their individual needs. Belmont provides small class sizes usually around 6-12 students. All classes have a teacher and usually two learning partners (LP). Belmont is committed to providing a range of interventions to support academic and holistic development. Further information can be found in our local offer and policy. Alternatively, you can contact the school SEND Coordinator, Mrs Chantel Yeates (chantel.yeates@belmont.gloucs.sch.uk).

Involving parents in their child's education

At Belmont we value the impact parents have on a child's education. As well as the annual review of their EHCP, we hold two parent Teaching and Learning Conversation evenings to discuss their child's welfare and progress. These conversations recognise the importance of parental engagement on a child's attainment holistically and academically. On top of these formal events, we use Class Dojo (Instant messenger service) and regular phone calls and emails to ensure frequent communication regarding their child's education.

Arrangements for consulting young people with regards to their SEN

Student's opinions on their education are sought formally when conducting EHCP reviews, and parental conversations. If students are able to, they are asked to discuss their education during these meetings. As part of teaching and learning, students are aware of their personal targets and learning goals. Teachers ensure they give oral feedback when marking, ensuring students have the opportunity to comment on their performance and discuss the next steps in their learning together.

Assessing and reviewing student's performance progress towards outcomes

Students are encouraged to review their own performance. Marking and feedback are shared with them so students are clear about their next steps. Students understand their personal targets and outcomes and are able to give their opinion on what they would like to work towards. Parents are fully involved in setting targets and outcomes for their children through parent conversations and EHCP meetings. These targets are reviewed regularly with students and parents to ensure they are on track to meet the desired outcome.

Arrangements for supporting student's movement between phases of education and preparation to adulthood

As students progress through the key stages, we ensure that we hold three transition moving up days for students so they can meet their new class teacher and LP to help prepare them for the next academic year.

Children joining our school are invited to join us during our transition days. We aim to cater for individual transition needs throughout our transition program. For students who are moving on from Belmont, we work with their new educational setting to ensure transition is smooth to enable them the best possible start in their next educational setting.



In Key Stage 4, we begin to prepare children for the next steps into adulthood. Students have access to vocational subjects which teach them some valuable life skills. In Year 10, students begin their college links which continues into Year 11. The colleges provide support for students during their college link and, depending on their level of need, we may be able to send initial support to help them with this process. Year 11 students take part in two different work experience opportunities to start to

get the taste for work and to consider what they may want to do in the future.

The approach to teaching children with SEND

As a Special Educational Needs school, all of our children have SEND. As much as possible, we try to group children according to their age and ability. Children are taught in small class groups (currently between 6 to 12 children). All classes have at least one teacher and usually two LPs with some high-profile groups receiving extra support from additional LPS or LP apprentices. Class groups follow a modified National Curriculum. As a school we promote practical/active learning experiences supported by visual and auditory learning.

Belmont has an extensive intervention program catering for students' academic and holistic needs. Students are assessed termly and put forward for interventions to support their learning journey. All departments at Belmont are supported by our intervention and inclusion mentors. We also work with a number of external professionals such as: our own Speech and Language Therapist and Occupational Therapist associated with the school, as well as strong links with play, music and drama therapists. We also have a growing strong link with an AAC device specialist.

How the curriculum and environment is adapted for students



Small class groups, along with an LP, provides a supportive classroom environment for students. All students have access to a bank of computing technology including iPads and laptops to support their learning journey.

Belmont has a number of specialist facilities including rooms for: cookery, art, science, forest school area on site, sensory, soft play and swing room. Our playgrounds use the OPAL approach and our newly installed play facility

takes on board OT and sensory processing needs. We have a range of interventions adapted for students' learning needs. In addition to the NHS Speech and Language Therapist, we have our own therapist for 2 days per week. We have our own Mental Health worker and we now regularly employ occupational play and music & drama therapists to work with our pupils. We will also provide interventions based on professional reports and have started working with an AAC communication device specialist.

As a school we have a Total Communication approach which provides support for communication and understanding.

We adopt a relational policy which provides children with an understanding of behaviour for learning. We use a restorative practice approach to allow children to work through their conflicts and learn from them. We praise the positives and we work through negatives privately. We put a lot of emphasis on the emotional well-being of our pupils through emotionally available adults; circles and checks-ins; Thrive; being trauma informed; and using zones of regulation.

The expertise and training of staff to support student needs

All staff have had training in SEND to meet the needs and requirements of all of our students. Staff are trained with regards to their specialist area, whether it be by subject, key stage or job role. All staff have received training in line with the school ethos, aims and protocols. All staff are trained in basic safeguarding and those working with children have received Team Teach training (an approach to diffuse and manage difficult situations and behaviours).

Staff have access to regular CPD training to improve their practice. Current training includes Thrive; behaviour for learning; mental health and wellbeing; mindfulness; restorative practice and Trauma Informed School. We also ensure staff have up to date training of SEND needs/diagnosis, for example: Autism awareness training; Pathological demand avoidance and Foetal Alcohol syndrome. Staff are encouraged to share and upskill the wider community based on training they have received.

Intervention staff have been trained to deliver specific interventions such as: sand play; therapeutic play; active listening; Heartmath (behaviour); Numicon (maths); Lego Communication; Fizzy (Gross motor and co-ordination); Dancing Bears (reading); Apples and Pears (spelling); Pegs 2 Paper (handwriting and fine motor), as well as many others. Relevant staff have had successful training in AAC devices and DIR floor time linking with sensory processing needs to support the cohort of pupils we are working with.

As a school we are embarking on a coaching culture approach where staff are encouraged to develop their skills through coaching and learning from each other as an alternative to attending external courses. This has been proven to be an effective approach where staff can access very relevant development through experienced and skilled staff and at very little cost to the school.

Evaluating our provision

We evaluate our provision regularly to ensure it is meeting the needs of our school population.

Evaluating systems happen at different levels through whole school staff feedback, Senior and Middle leaders as well School Governors. The evaluations of the school performance and practices are used to inform our School Evaluation Form (SEF) which then supports the writing of our School Development Plan (SDP).

As a school we meet regularly to discuss the impact initiatives are having on student performance. This informs us about what we do well and identifies areas which we may need to address and plan our next steps for each initiative.

With regard to disadvantaged children and SEND interventions, we pilot interventions with a trial group before rolling out the intervention. Interventions are reviewed every 6 weeks to ensure that the intervention is having a positive impact on a child's progress. This means we can adapt a different approach if an intervention is not having the desired effect on a child's attainment or wellbeing.

Belmont is committed to finding the best intervention for each child and appreciate that what works for one may not be the best for another. This means we run a flexible and adaptable system to meet the needs of the individual and/or group of children throughout the school year.

Engagement of SEND students with their peers

Students' needs, abilities and ages are considered when grouping children for each academic year. This means that students are able to develop their social and emotional abilities within their group while allowing for group and independent learning to take place during lessons.

Although students are grouped to reflect their ability and need, teaching staff will always differentiate to ensure each student is allowed to learn and develop effectively. This also helps students learn to empathise and understand the similarities and differences they may have with their peers.

Support for improving social and emotional development

As a school, we put a lot into raising the social and emotional development of our students. This starts with tutors and Learning Partners creating an honest and secure relationship within the class or group.

Each key stage has a Key Stage Leader and access to a Learning Mentor/s who can offer pastoral support for children through interventions such as behaviour mentoring, Heartmath (a behaviour management computer programme) and play based interventions as well as class support. We have 8 HLLP's who cover teacher and LP absence as well as providing extra support within groups if required. Additionally, we have a full time HLLP role of interventions coordinator who plans and delivers a range of interventions to support the holistic needs of children to reduce their barriers to learning.

We have a Mental Health Coordinator who is a key link to external support and mental health and well-being interventions within school. We have increased our work with external professionals such as play, drama and music therapists to support children's emotional health and well-being.

Our positive behaviour reporting system ensures we provide the right type of support for each student, based on our analysis of data. Our school is a restorative practice school where students are given time to reflect on choices to enable them to make the right choices in the future.

We regularly measure personal, social and emotional needs against a set of Education Health and Care Analysis statements (EHCA's) to identify any barriers to learning. The results of this are then used to put in place suitable interventions if required. Interventions are then monitored and assessed so we can evaluate their impact.

We are a school which practices Thrive (an assessment and intervention tool) to support the development of children's social, emotional and personal wellbeing. We are running intervention groups for students to



track and assess their progress in the 6 core strands of a child's development. We are also embedding Thrive practices within our teaching strategies to enhance the social and emotional well-being of students across the school.

How we involve other professional bodies

Belmont School welcomes input from other professionals such as occupational therapists, speech and language therapists and other organisations who may work with the child or family. They may come into to observe, support and give strategies for us to employ in our teaching and learning.

We are currently working with 3 external play therapists regularly, a music therapist and drama therapist for those children who require this extra support.

Due to the needs of our cohort of pupils, we have employed our own speech and language therapist for 2 days per week as well as the one day the NHS provide us with. We have also service level agreement with an Occupational therapist to support the needs of our pupils. We have strong link with an AAC device specialist to support all children in having the right tools for communication.

In addition, one of our HLLPs acts as a family support link who works with families and other professional agencies to help enhance the outcomes for children and their families.

As a school we have a good links with our Local Authority and local schools. We actively seek opportunities to support children within our local community perhaps through taster sessions at Belmont, training for our wider staff, CPD days or transitions into Belmont school.

Arrangements for handling complaints

We have a clear process of managing complaints. In the first instance we advise parents and carers to talk to the tutor and LP; complaints can often be addressed quickly and satisfactorily during these discussions. If there is still concern, the relevant Key Stage Leader will be involved to try to resolve the complaint. If necessary, a member of the Senior Leadership Team will then get involved to ensure the complaint is dealt with.

Key Contacts for concerns or questions

Deputy Headteacher: Mrs Chantel Yeates (SENDCO, Teaching and Learning and Curriculum Lead)

Assistant Headteacher: Mrs Clair Veli (DSL, Inclusion and Interventions)

Assistant Headteacher: Mrs Iliana Petrova (Pupil Premium, Banding & EHCPs)

Primary Key Stage Leader: Miss Kate Price

Key stage 3 Leader: Mrs Louisa Fenton-Musty

Key stage 4 Leader: Mr James Farrer-Grover

Operational Safeguarding Lead: Ms Rachel Carroll

Family Support Worker: Zoe Virgin

Medical Supervisor: Laura Stevens

Belmont school have contributed to Gloucestershire's Local Offer which can be found on the Gloucestershire Local Authorities webpage. <http://www.gloucestershire.gov.uk/schoolsnet> . You can see the Belmont School SEND Local Offer on our school website.

For further information please see our school website including the parent link.



SEND Local Offer

Name of school: Belmont School

How does our school know/identify that children have special educational needs (SEN)?

Children are placed at Belmont school following a request for a specialist placement from the child's parent or carer and an agreement with Children and Young Peoples Service Decision Panel (CYPDS) and the Headteacher. All children have an Education, Health Care Plan (EHCP) which describes their individual areas of special needs and informs their individual education plan. A formal review is held once a year to discuss a child's progress, their current areas of special needs and to agree at least one outcome for each area of need.

Children who attend Belmont all have moderate learning difficulties but may also have additional needs such as, speech, language and communication difficulties, sensory processing needs or autism. Each referral is looked at on an individual basis to ensure we can meet the child's individual needs.

What are the first steps our school will take if special educational needs are identified?

Children who attend Belmont will all have an EHCP. As a team, we identify children's areas of need and how as a school we can meet their needs to ensure children make 'outstanding' progress based on their needs/ previous attainment. During this process we will be identifying suitable groupings and interventions which will benefit the teaching and learning of individuals. Children's progress will be monitored and tracked throughout each academic year highlighting both strengths and weaknesses, allowing us to input interventions and support to ensure children meet or exceed their personal targets.

How will our school include parents and students in planning and support?

Belmont school welcomes and supports the inclusion of parents/carers in planning and supporting the needs of students. Belmont encourages parents to take an active role in the annual review process to evaluate progress and set new outcomes for the upcoming year.

Belmont has also introduced parent conversations which happen two times a year. This process allows parents/carers to comment on their child's progress, achievements and wishes for the future. In addition, we hold an annual review of the EHCP to discuss children's progress towards outcomes and their current attainment. As a school we hold an open-door policy to all parents and carers. We support 'My Plans' when required but we do not act as the lead professional for these assessments as educational support is usually covered within the EHCP outcomes. Belmont holds support groups for all parents/carers during our parent conversation meetings. As a school we are working on providing a more inclusive role for parents within our school community events. Parents of Belmont have set up a PTA called the Friends@Belmont to support and raise funds for the school.

How will our school teach and support children?

Class sizes at Belmont vary between 9-12 children. Each class is supported by one teacher and usually two learning partners (LP) or a Learning Partner Apprentice. Some classes have additional LPs due to specific needs within that class. In addition, Belmont has 8 Higher Level Learning Partners (HLLP) to offer further support and cover when needed. We have 2 additional HLLP's who lead our intervention team: One is our Mental Health Coordinator and the other is our Intervention Coordinator. We have 5 learning mentors who provide pastoral support and interventions across the key stages. Our final HLLP is our Deputy Designated Safeguarding Lead and family support worker.



Staff at Belmont are highly qualified and trained to support children with special educational needs and are consistently improving their skills and knowledge through professional development.

Each teacher will identify the individual needs of each child within our setting, ensuring that they will receive appropriate teaching, interventions and resources to enable them to access their learning. The Assistant Headteacher, responsible for inclusion and learning, identifies students who will benefit from interventions and additional support alongside Key Stage Leaders and the interventions coordinator. We also work closely with external professionals such as Speech & Language therapists including AAC specialists and Occupational Therapy to ensure our whole provision is correct for the pupils we work with.

The class teacher plans for all the children in their class and is responsible for overall assessment of their progress. Children can be taught as a whole class, in small groups or individually by the class teacher, with support from their learning support worker.

Children at Belmont School have access to high quality and innovative equipment, including tablet technology and the latest IT equipment, to support a modern curriculum and enhance teaching and learning.

Class teachers, subject co-ordinators, the Deputy Head teacher (responsible for learning and assessment) and Key Stage Leaders will be responsible for monitoring and tracking student progress in line with their targets using the Belmont Progress Tracker. Staff will be aware of strengths and weaknesses with a child's progress. They will implement interventions, strategies and support to ensure students can meet their end of year targets.

Parents and students are fully involved with target setting, achievements, and progress analysis. This information will be regularly shared through numerous opportunities to meet with the class teacher.

As a school, we also ensure we track, assess and analyse their progress socially and emotionally through our EHCA data and Thrive assessments.

The school governors and the SANDMAT CEO are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Headteacher. They receive collated and anonymised data about the progress of groups of children and hold the Headteacher to account for how good this is, in comparison to nationally similar groups of children. The governing body are very supportive through their involvement in school life, trips and events.

Budgets will be set in accordance to Gloucestershire expectations ensuring we are providing a well-resourced curriculum.

Who will be working with the students?



Senior Leaders, Middle Leaders, teachers and support staff are highly skilled in meeting the individual learning, behaviour and social needs of children with moderate learning difficulties. The school accesses a range of specialist services through Gloucestershire's multi agency disciplinary teams when required.

Speech and Language Therapists (SALT), Occupational Therapists (OT) and a school nurse work within the school and outline individual programmes for the education team to deliver or work on for each child. This allocation of therapy support falls under criteria set down by the NHS

and is very much needs-led. Due to the needs within our school, we have employed our own SALT for 2 days per week and we have commissioned Speech and Language specialists for AAC, an Occupational therapist and play therapists to support our pupils.

Belmont School has access for parents and students to participate in clinics to meet their individual needs including feeding, physiotherapy and orthopaedic community and paediatric consultant clinics. As well as ongoing mandatory assessments such as hearing, dental and annual review assessments.

How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Belmont have regular student focus meetings either whole school, in key stage or as class teams to ensure that key information, performance and beneficial strategies are shared amongst all to provide consistent teaching and learning systems.

Each student will have their own student profile and risk assessment which is stored centrally for all staff to access. Belmont uses a bank of regular supply staff who are well known to the school and children. These staff will also have access to student information to ensure a consistent and fair approach.

Transitions and meetings are timetabled in to ensure key information is shared enabling transitions to run as smoothly as possible.

What expertise does our school and our staff have in relation to SEN?

- a) Training of staff: All staff, both teachers and support staff, receive comprehensive and ongoing training in meeting the needs of students with moderate learning difficulties. A detailed induction programme is followed by a mentoring programme during which teachers observe and review lessons taught to further develop their own skills. Belmont prides itself on professional and personal development through its performance management programme. In addition to more specialist curriculum training, depending upon area of interest/expertise, all staff receive mandatory annual safeguarding and manual handling (Team Teach) training. Many staff have also been trained in Total Communication, first aid, epilepsy awareness, behaviour management, autism awareness, the Thrive approach, Pathological demand avoidance, basic mental health wellbeing, food hygiene, Sensory processing basics, DIR floor time and MIDAS training. *For more information, please see our website.*

- b) List areas of expertise: Belmont is a moderate learning difficulty school which specialises in difficulties such as social, emotional, medical, speech, language and comprehension difficulties. A large number of our students are on the Autistic Spectrum. We have had proven success with closing the gap for our pupil premium children. In 2014-2015, we were national runners up in the Pupil Premium Awards. Since this date, we have continued to close/narrow the gap and work with other schools to support how they use the funding. In school, we have three Team Teach trainers and a number of named first aiders who are

defibrillator trained. Staff have been trained in Total Communication and most learning support workers and primary teachers have a basic level 1 in this qualification.

As a school, we have five Thrive Practitioners and our staff team have a basic understanding. We have two staff who have trained to be trauma informed practitioners. Staff have all been trained with a level 2 Accreditation for autism awareness and we have a member of staff who has the level 3 qualification to act as our champion. The school is committed to enable staff to continue to develop their own area of expertise, as well as whole school developments.

- c) Interventions: We offer a range of academic and holistic interventions for all of our students. Interventions will be identified and delivered based on a child's need. Progress will be tracked and monitored to evaluate the success of each intervention. Interventions are identified using our bespoke tracking system called the EHCAs which analyses the data for communication and interaction, social and emotional needs, sensory and physical needs as well as self-help and independence. Interventions used at Belmont include: Speak Up, Social Understanding of Language Program (SULP), Active Listening, Therapeutic/Sand Play, Relax Kids, motor skills including 'Fizzy', behaviour mentoring/Heartmath, Speech and Language Therapy, THRIVE, working memory, Lego Friendships, Self-esteem workshops, Numicon, Doodle Maths, Power of 1(Maths) Dancing Bears(reading), Apples and Pears(Spelling) and access to the sensory spaces. Interventions are carried out individually, in pairs or small groups depending on students' needs and the intervention.
- d) It is important to note we will deliver any recommended activities or exercises suggested by the Occupational Therapist, Physiotherapist, School Nurses or Speech and Language Therapists. We are regularly looking at new interventions to support our children. Due to the high level of need in this area we now commission our own occupational therapist and have employed our own SALT to support the needs of our pupils additional to the NHS allocation. We also work closely with play, music and drama therapist for a number of our pupils who need this intervention. For more information, please see our website.
- e) Teaching strategies: Belmont has adopted a practical and technological strategy for teaching and learning. We use a lot of learning through play and life experiences within our curriculum. The National Curriculum is modified to meet the needs of the children. Students have access to visual aids. Through the use of iPad technology, students are able to record their work without having the barrier of writing and, in particular, spelling. They are engaged through short practical activities. We plan to their strengths to deliver a personalised teaching and learning program for all. We have a high number of children on the Autistic Spectrum. In order to support their learning, we use strategies such as visual aids, including timetables and simple explanations, ensuring they know the classroom and school routines. For our younger children, we are able to use our picture exchange system with a Total SEND Policy

Communication approach. For students with hearing impairments, we keep speech short, clear and simple in conjunction with a total communication approach of picture exchange and signing. For students with visual impairments, we ensure they have a seat near the boards and teacher (when teaching). We use bigger texts and pictures for these children. If it supports their vision, we can print on different coloured backgrounds. For more information, please see our website.

- f) Belmont supports all students to reflect on their behaviour and learning from it to be successful citizens in the future. We are a behaviour for learning school and support children to positively engage and make good choices. We are a restorative practice school so students will be given reflection time to act upon their decisions to impact on their future choices. Through interventions, we support children in understanding their choices and how they may do things differently next time through restorative justice. Exclusion is very much a last resort and this has not happened in the last 8 years. Staff support children with personalised reward charts and recognition boards. Children have access to time out which can be on their own, using a soft playroom or talking with their emotionally available adult. For these children, the unstructured times of playtimes can be particularly hard so they have access to the sensory garden or adult support. We have also introduced OPAL play to support the children in having lots of activities and resources to play with based on their interests. We try to avoid any type of internal or fixed exclusions instead we focus on reflection and interventions to support them with following our school values of kindness, relationships and high aspirations using the rules of be safe, be ready and be respectful. However, we do have a staged exclusions policy in place should behaviours require this. As a school we avoid permanent exclusion, however if we feel we cannot meet a child's behavioural needs any longer we will support parents/carers in finding the correct placement for them. For more information, please see our behaviour policy on our website.

How does our school provide support to improve the emotional and social developments of our students?

Belmont is committed to support and improve the social and emotional development of all students. We have regular pastoral meetings to highlight the needs of children who are causing concern. These children have access to regular meetings with their preferred adult, tutor or Key Stage Leader. All students have a risk assessment to highlight health and safety issues and children are taught about health and safety to support their independence skills. Belmont holds its own medical clinics or attends a clinic held at Bettridge School (who are on the same site).



We have access to a school nurse who will see students or make referrals when needed. We have first aiders who are trained to administer students' medication. All students who require medication to be administered or have a medical difficulty will have their own protocol for staff to follow.

- a) **Administration of medication:** When a child enrolls to Belmont, parents/carers will need to complete a medical questionnaire. Our first aiders will be in contact with parents of children with medical needs to ensure the safe and correct administration of medication. Parents are responsible for updating the school regarding changes to medication or administration instructions. First aiders are responsible for the storage, administration and recording of medication. However, all staff undergo training of medical administration in case of medical emergencies i.e. the administration of epilepsy medication.
- b) **Personal care:** Staff at Belmont are proactive in supporting students with their own personal care and hygiene. Staff help students with toileting needs. This ranges from potty training to supporting students with incontinence both in primary and secondary phases of education. Staff, where necessary, will support students with any personal hygiene issues including, advising them of the need to shower, the use of personal hygiene products, such as deodorant, and if necessary, will provide students with clean clothes. With regards to eating, staff support children with cutlery skills, trying new foods and supporting children in accessing a balanced and healthy diet.
- c) **Trips:** Belmont is committed to providing our children with a range of experiences including school trips, day outings and residential. Our trips fit into our schemes of work and provide children with life experiences. With regard to residential, we follow a structured program for all age ranges to give children different experiences. All of our trips will be risk assessed to ensure they are healthy and safe for our children.

A visit leader will be assigned to ensure the safe practice and codes of conduct are followed whilst on a school trip. Parents/carers will be asked to give generic permission for children to participate in activities which support the curriculum. Residential will require separate permission and more complex assessments.

- d) **Pastoral Support:** Students have access to talk to their named emotionally available adult, teacher or learning support worker. This is a system which is set up at the beginning of every academic year. This year we have extended our staff team by creating the role of Learning mentors to support the pastoral work within key stages, supporting children with their emotional wellbeing in the hope to get them back to a place where they are ready to learn. Children also have the opportunity to talk to adults during interventions such as Active Listening, therapeutic play/ sand play/ Draw for Talking and Speak Up. Staff hold regular pastoral meetings to discuss children causing concern to create an action plan to support that child.

- e) **Preventing Bullying:** Belmont provides clear expectations for behaviour, including the behaviour they display to others. During Personal, Social, Citizenship, Health, and Emotional (PSHE) lessons children will cover units regarding personal behaviour and anti-bullying. As a school we take part in anti-bullying week (Kindness week) and give numerous assemblies on this topic throughout the year. Belmont has had few incidents of bullying. However, all incidents of bullying will be handled seriously and acted upon through an individual basis. Please see anti-bullying policy on website.

(For any more information on these points please see policies on our website.)

What access do our students have to facilities and extra-curricular activities available to all children?

Belmont provides a range of extra-curricular activities such as breakfast, lunchtime sports and after-school clubs. All children are able to access school trips and residential in agreement with parents/carers. We have a dedicated member of staff who is able to look into some funding opportunities for families both to access residential and holiday clubs. As we look to access funding that allows us to provide our own holiday clubs for those families who require this support. We do try and help families find activities that could be of benefit to them in and outside of school where possible.



Who will be talking to and keeping in touch with the parent/carer?

All staff at Belmont will be responsible for talking to and keeping in touch with parents/ carers in order to share a vision, set targets and evaluate a child's progress. Belmont ensures all staff not only communicate well with parents through class dojo (instant messaging service), telephone calls, parent conversations and annual reviews but listen to parent's/carer's views. Parents/carers will have regular updates of their child's progress through reports, parent conversations, and annual reviews. Data and progress graphs will be given with explanations of their child's academic progress.

Staff at Belmont are monitoring and measuring the impact of strategies and interventions constantly and will be reviewed termly. The outcomes of our evaluations will be discussed with the parents and the child where appropriate. Belmont believes it is important for parents and students to be involved in their education. The designated teacher for children who are looked after is Mr Day (Headteacher) and is supported by Miss Carroll (HLLP).

How will our school involve young people in their education?

Belmont believes it is important for young people to be involved in their education. Students are encouraged to give their views on their learning during lessons, annual reviews and student profiles. Staff at Belmont encourage children to evaluate their own performance and learning. Secondary students complete end of term reporting, and are involved in their parent conversations. All students are invited to their annual reviews to listen and share their views on the past year. Due to the needs of the pupils here, not all choose to attend the meetings or some express their views through observations. Belmont school has a school council which have representatives from every tutor group. School council can voice their opinion, organise events and make suggestions for the running of the school.

What accredited and non-accredited courses do we offer for young people with SEND?



It is important to note that all children leave Belmont with qualifications whether it be functional skills, entry levels or BTEC vocational courses or ASDAN life skill courses. For children who show strengths in particular areas GCSEs may be an option. Children at Belmont are challenged to reach their full potential resulting in exam qualification but it's important to note that students will not be entered into any exams in which they will struggle to achieve. All children at Belmont will be teacher assessed and supported to make progress in line with our bespoke assessment system.

How do we assess and evaluate the provision we have arranged for a child?

Belmont is externally moderated by Ofsted approximately every three years. However, all our teachers and learning support workers are performance managed every year where they will be observed twice a year either by members of the SLT and another observation will be completed by their line manager to monitor standards of teaching and support. Belmont has a duty to follow statutory requirements like annual reviews, pupil premium statements and looked after children reviews. We also look to seek external judgement through the use of a school improvement partner (SIP). We also have strong links across the SANDMAT trusts which ensures that we challenge and support the schools within the trust.

Belmont ensures that students are assessed using Belmont's own progression tracker on Pupil Asset which uses skill-based statements based on the national curriculum for each subject. Belmont holds

regular moderation meetings to assess students' performance. Our examination course leaders attend external moderation. Our school also holds a P scale clinic to support the assessment of all students.

Our school governors play a vital role in the running and development of our school. Belmont keeps up to date with the latest requirements with SEND, National Curriculum and other educational developments. The National Curriculum is modified to meet the needs of our students.

How do we prepare our school to welcome and support students and how do we arrange and support a transfer to another school/educational establishment?

Parents and carers interested in placing their child at the school can arrange for a visit to look around the school. If a child is to attend Belmont, we can arrange further visits to look at the school, arrange transition sessions to have a 'taster' of school life, and we can create photo books and social stories, for parents or carers to use, in order to support their children with the transition period. We have our generally transition days but we can provide a more individualised approach for those who may need it. To find out more about this please link With Belmont school.

From year 9, children receive a person-centred plan review which concentrates on learning and holistic outcomes as well as focusing upon post-16 transition planning. For post-16 placements, we support parents through the process and visits to the new college are set up for our young people. Clearly much transitional work needs to take place in terms of linking with the local authority, colleges and families and we aim to assist this process. Not all of our students leave at key transitional times but students and families get our full support to ensure students receive a smooth transition.

How do we prepare our students for adult life?

Students at Belmont are well prepared for adult life through college links and transition days, two placements of work experience (matched to their interests and skills) and our vocational, independence and work skills programmes. We have a clear approach to our careers program that starts from our youngest pupils to our oldest to get them thinking about their next steps before leaving school. This includes set career weeks within school. All of these items encourage students to become more independent, think about their future and become mature young adults.



What special arrangements are made for exams?

If a child is entered in an exam, they will have access to extra time and additional support, e.g. reader and/or scribe depending on their needs. Exams will be within a familiar setting. All exams will be moderated and run in line with exam standards.



What resources and equipment do we provide for children?

Each child receives support, equipment and resources matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Students are allocated funding through Gloucester Local authority and this is how their resources and support are quantified. Any additional resources and funding needed will be sought through a banding meeting with the local authority by the school.

What arrangements are in place with other schools/ education providers when our SEND students transfer?

Belmont has a good link with local colleges who offer excellent courses and provision for children with special needs. Belmont facilitates taster days, visits and support to students with local colleges during transition years. Belmont engages with the Youth Support Service who support students in the decision-making process for the future.

How accessible is our school to students?

Please see our accessibility policy which can be found on our school website.

Where is our SEN policy?

To find our SEN policy and other relevant policies look on Belmont school's website.

What role do the governors have?

The governors play an active role in the running of the school. We have link governors who liaise with subject co-ordinators and key stage leaders to support the development of the school.

Governors have access to reports on children who are looked after, exclusions, behaviour and the curriculum to monitor, track and to improve areas of the school. For further information please see the governor link on our school website.

What can parents/carers do if they are not happy?

Parents are encouraged to share their concerns firstly with the class teacher. If the issue cannot be resolved then parents/carers are encouraged to speak to the Head of Department, Key Stage Leaders, Senior Leadership Team or the school Governors who will be able to look into their complaint and resolve the issue. For further information see our complaints policy on our school website

Parents who believe their child's needs are not being met within the school are asked to meet with the Headteacher to talk through their concerns. Where appropriate, an early Annual Review can be arranged, with representation from the SEND team, to formally review a child's progress, current special needs and provision.

How can parents/carers arrange a visit to our school? What is involved?

Considering a special school for a child can be a daunting time. Belmont is proactive at arranging parental tours to show around prospective parents sharing our school expertise and to answer any questions. During our school open days, we aim to provide an opportunity to speak to current parents of the school.

If parents would like to arrange a visit, they can contact the school on 01242 216180 or complete the contacts page on the school jotter page found on the website. Our reception team will book you onto one of our open day tours which run monthly. If a sooner date is needed for a tour due to an EHCP meeting, we will endeavour to support and look for time slots to accommodate this. Key stage leaders/HLLPs cannot look at EHC Plans during this time, but can talk to parents regarding their child's needs and what is on offer. Further visits can be arranged.

Who can parents/carers contact for more information?

The first point of contact for anything relating to a child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff can be available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or send a message via Class Dojo.

For matters not directly relating to a child's progress, parents are invited to contact our main office who can direct them to the person best able to advise, inform or answer questions.

When was the above information updated?

Our Local Offer was developed in consultation with staff, governors and parents in September 2014 and will be reviewed by governors on an annual basis as from September 2014. This document was last reviewed in September 2023.

For further information please see our school website including the parent link.

