

BELMONT SCHOOL

SEND INFORMATION REPORT

2024-2025

SEND provided for:

Belmont school is part of the SAND Academies Trust. Belmont School caters for pupils with moderate learning difficulties and additional complex needs such as speech, communication and language difficulties, pupils on the autistic spectrum and pupils with cognition and learning difficulties. Pupils who attend Belmont School all have an Education, Care and Health Plan (EHCP). Referrals to Belmont are looked at on an individual basis. Pupils who attend Belmont have moderate learning difficulties as their primary need.



Policies for SEND:

All Pupils at Belmont School have SEND. The curriculum is modified and differentiated to meet their individual needs. Belmont provides class sizes of around 10-12 pupils. 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.

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 there is frequent communication regarding their child's education.

Arrangements for consulting young people with regards to their SEN

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

Assessing and reviewing pupils' performance progress towards outcomes

Pupils are encouraged to review their own performance. Marking and feedback are shared with them so pupils are clear about their next steps. Pupils 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 pupils and parents to ensure they are on track to meet the desired outcome.

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

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

Pupils 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 pupils 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 our pupils for the next steps into adulthood. Pupils have access to vocational subjects which teach them valuable life skills. We also utilise an independent careers adviser who meets with all Key Stage 4 students individually to establish a suitable college and course as well as discuss clear and realistic aims for the future. Parents are signposted to various Open Days and strongly encouraged to attend the 'Where Next?' evening hosted by our partner school, Milestones. This event showcases all the local colleges and SEND services that can support parents with Post 16 education.

Thus, in Year 10, pupils begin their college link days whereby they attend their desired college for 4 days in the academic year. This process is repeated in Year 11 to ensure that relationships with key staff at college are being built before they fully enrol. The colleges provide support for pupils 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 pupils take part in different work experience opportunities, often via work placement visits, throughout the year 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 pupils have SEND; we try to group our pupils according to their age and ability as much as possible. Pupils are taught in small class groups and 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 pupils' academic and holistic needs. Pupils 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 pupils



Smaller class groups, along with Learning Partners, provides a supportive classroom environment for pupils. All pupils 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, active skills, forest school area on site, sensory, soft play and swing room. Our playgrounds use the OPAL (Outdoor Play and Learning) approach: we plan for, resource and evaluate the quality of our pupils' play provision as it is essential to all aspects of pupils' development. Our play facility also takes on board OT (Occupational Therapy) and sensory processing needs. We have a range of interventions adapted for pupils' 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 pupils with an understanding of behaviour for learning. We use a restorative practice approach to allow pupils 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 our Interoception curriculum as the foundation of all that we do.

The expertise and training of staff to support pupil needs

All staff have had training in SEND to meet the needs and requirements of all of our pupils. 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 pupils 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; Numicon (Academies Trusths); Lego Communication; Fizzy (Gross motor and co-ordination); Dancing Bears (reading); 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 LAB members. 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 pupil 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 pupils 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 pupil'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 pupil 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 pupils throughout the school year.

Engagement of SEND pupils with their peers

Pupils' needs, abilities and ages are considered when grouping pupils for each academic year. This means that pupils 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 pupils are grouped to reflect their ability and need, teaching staff will always differentiate to ensure each pupil is allowed to learn and develop effectively. This also helps pupils 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 pupils. 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 pupils through interventions such as behaviour mentoring, and play based interventions as well as class support. We have a group of HLLP's (Higher Level Learning Partners) 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 pupils 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 pupil's emotional health and well-being.

Our behaviour reporting system ensures we provide the right type of support for each pupil, based on our analysis of data. Our school is a restorative practice school where pupils 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 pupil's social, emotional and personal wellbeing. We run intervention groups for pupils 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 pupils 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 sand play therapist for those pupils who require this extra support.

Due to the needs of our cohort of pupils, we have employed our own speech and language therapist for 3 days per week as well as the one day the NHS provide us with. We also have service level agreement with an Occupational therapist to support the needs of our pupils. We have strong links with an AAC device specialist to support all pupils in having the right tools for communication.

In addition, we have a Family Support Worker who works with families and other professional agencies to help enhance the outcomes for pupils and their families.

As a school we have a good links with our Local Authority and local schools. We actively seek opportunities to support pupils 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

Headteacher: Mr Kevin Day

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: Miss Rachel Carroll

Family Support Worker: Ms Zoe Virgin

Medical Lead: Mrs Laura Stevens

Belmont school have contributed to Gloucestershire's Local Offer which can be found on the Gloucestershire Local Authority's webpage [Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#). 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.

