

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 School plans Teaching and Learning Conversations which happen twice 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. Belmont holds support groups for all parents/carers during out 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 (F@B) to support and raise funds for the school.

How will our school teach and support children?

Class sizes at Belmont vary between 10-12 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 and Language therapists, including Augmentative and Alternative Communication (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 curriculum, learning and assessment) and Key Stage Leaders will be responsible for monitoring and tracking student progress in line with their targets using a pupil 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 3 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 School has 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 School has employed cover teachers so the use of supply teachers to cover staff absence is not required, meaning that all the staff who come in contact with the school are part of the Belmont team.

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, Interoception, the Thrive approach, Pathological demand avoidance, basic mental health wellbeing, food hygiene, Sensory processing basics and DIR floor time.
- 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 partners and primary teachers have a basic level 1 in this qualification.

As a school, we have five Thrive Practitioners and our staff team receive regular CPD in this area. 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, Speech and Language Therapy, THRIVE, working memory, Lego Friendships, Self-esteem workshops, Numicon, Doodle Maths, Power of 1(Maths) Dancing Bears(reading) 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 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 relational school and restorative practice underpins our approach to behaviour so pupils 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 only happened on 1 occasion 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 also use 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 try our best to 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.

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 partner. This is a system which is set up at the beginning of every academic year. Our highly skilled interventions team support children with their emotional wellbeing in the hope to get them back to a place where they are regulated and 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, 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 club, lunchtime activities and enrichment sessions. 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 Mrs Veli (Assistant Headteacher) and is supported by Miss Carroll (HLLP) and Ms Zoe Virgin (Family Support Worker).

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 2024.

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