



**Belmont**  
***Cheveley Park***  
**Primary School**

**SEND: Information  
Report**

**Play... Learn... Grow... Together.  
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# What is a 'Local Offer'?

## A message from Mrs. Goodwin, Headteacher

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to [www.countydurhamfamilies.info](http://www.countydurhamfamilies.info)

At Belmont Cheveley Park Primary, provision for children with additional needs is at the very heart of the ethos of our school. As our school has an additional 'Enhanced Mainstream Provision' (EMP) for children with difficulties in Speech, Language and Communication, catering for children with additional needs is a key strength of our school – whether the child is placed within the EMP or is based within their year group class. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background. All children can 'be their best'.

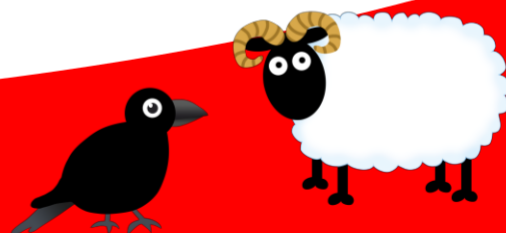
This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEN provision. Of course, should you require any additional information, please feel free to contact myself, or Mrs Wright, our school SEND Leader – we would be more than happy to discuss with you any questions which you may have.

If your child is potentially going to join us within our EMP, please also see our detailed 'EMP Guide' (within the 'Prospectus' and 'Local Offer' sections of the school website), which details information which parents have found useful when their child has joined our school as part of our EMP.

The guide details information, in the main part, for children who are not within our EMP, but have additional SEND needs within the school community, however all parents of children who may have additional needs should find this guide useful.

*Mrs A. Goodwin*

Headteacher



## Firstly...What is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to literacy, coordination, number understanding, significant sight difficulties – the list is endless and every child is unique – however, a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, or school prospectus, which include:

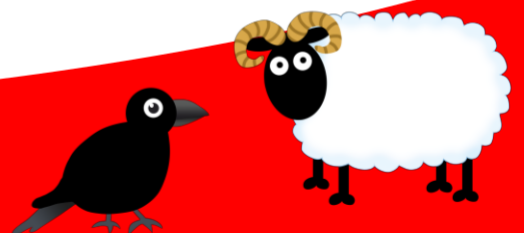
- SEND and Inclusion Policy
- Admission Arrangements
- Anti Bullying

## Who decides if my child has a SEND?

Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the Educational Psychology Service, the SEND and Inclusion Service, the Occupational Therapy Service, Positive Futures Worker, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

There are two categories of SEND at Belmont Cheveley Park, these are children in receipt of:

- **A Support Plan;** the children are overseen by the school and the school and parents initiate, review, amend, and cease support for children whose needs are seen at 'Support Plan' level.
- **An Education, Health and Care Plan (EHCP);** Children with needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.



## What kind of additional provision and curriculum could you offer?

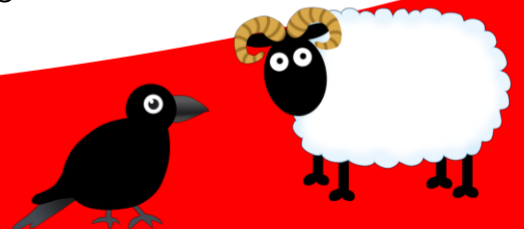
The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

### In order to meet this challenge, our school has:

- ❖ An Enhanced Mainstream Provision (EMP) unit, for children with Speech, Language and Communication Needs (please see additional booklet about this specialist provision)
- ❖ A dedicated EMP manager and SENDCo to oversee the provision for all children with additional needs across the school
- ❖ A school which is a 'Communication Friendly Environment' – as created in partnership with the NHS Speech Therapy Team
- ❖ Dedicated and qualified staff in the field of SLCN to directly support children across the school
- ❖ A high level of teaching support, to ensure children with additional needs are well supported in all lessons
- ❖ A family ethos, where each child and their needs is understood by all of the school community
- ❖ A curriculum which is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT
- ❖ A headteacher fully committed to inclusion and high quality experiences for all children. The headteacher attends key reviews for children with SEND and is actively involved in their provision, transition and pastoral care.

Some examples of additional provision which could be suitable for a child with SEND **could** include:

- ❖ Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties, or those directed by Speech Therapists, Educational Psychologists or the Learning Support Service.
- ❖ Small group focus work to address shared issues, e.g. fine and gross motor skills groups
- ❖ Specialist interventions
- ❖ Learning Support Assistant support within the class, in order for the work to be further differentiated to meet exact needs
- ❖ Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals
- ❖ Thorough assessments undertaken by Educational Psychologists / SENDCo in order to pinpoint exact areas of difficulty that are then addressed
- ❖ ICT resources, e.g. additional reading using iPads, or time following specific ICT programmes to address specific needs ...The list could go on!



## What involvement can we have as parents at Cheveley Park?

We very much value the contribution that parents can make to their child's education. In order for parents to be fully involved in the life of the school, when they generally do not drop off or pick up their child from school, both school and home must work hard at this important aspect of school life. You are always welcome to call in to see how your child is getting on, so long as you let us know that you are coming.

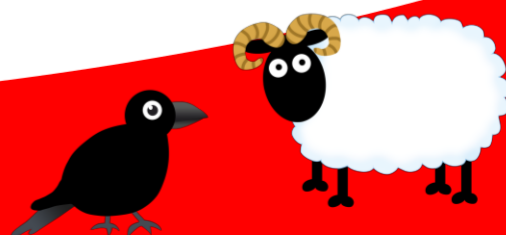
We also expect parents to attend a child centred 'Annual Review' for all pupils with an 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year.

## How would my child be assessed – and would we be informed?

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate the outcome of these assessments using an end of year school report, annual report process (EHCP), or through parents' evenings. Some of the assessment methods are:

- ❖ Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
- ❖ Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments
- ❖ On going school assessment. These assessments are comprehensive in all aspects of school life, with some additions for children attending our EMP. These include
  - Reading, writing, maths assessments
  - Phonic and spelling assessments
  - Social and Emotional Assessments
  - Additional assessments relevant to your child's needs

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum objectives (i.e. the steps before the National Curriculum). These smaller steps, in our school, are assessed using a system called PIVATS.

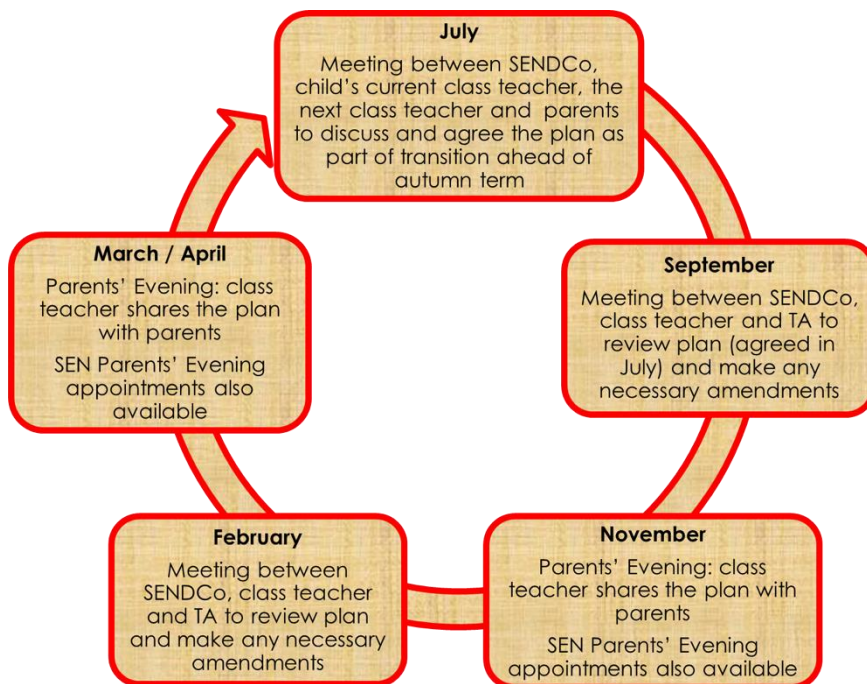


## Will my child sit external tests, such as SATs?

As with everything related to your child in our school – the answer is individual, but most children do achieve well when they have been supported effectively. If your child is able to access the Year 1 Phonic Screen, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data.

## How does everyone contribute to provision planning?

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred annual reviews (for children with EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. Children, parents and staff at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.



## What about SEND and School Finances?

With so much additional provision and resources, many parents are concerned as to who pays for this – and where does the money come from? Each school in Durham receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN – after

which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs and often in receipt of an EHCP. In order to access these funds, the school produces a 'Costed Provision Map' – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders.

Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

More information about SEND finances is available within the Local Authority Local Offer Website, a link to which is on our school website, under 'Local Offer'.

## What additional pastoral care can you offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than a dedicated SENDCo, knowledgeable teaching and support staff and a committed headteacher, we also have;

- ❖ **Effective Transition systems;** If your child is not moving to Belmont School, we work closely with all Durham Secondary and Special Schools in order to ensure the smoothest transition possible – this includes our staff attending appointments with parents and visiting schools with children as a friendly face in their new environment.
- ❖ **A Positive Futures Worker;** Lily Morris, our PFW works with many children, parents and families to address problems at home and at school. Lily has a wealth of knowledge regarding local services and activities and undertakes direct work with children and adults at home and school – in term time and during the holidays. She is a busy lady!
- ❖ **Close links with External Partnerships;** In order to access the best professional advice, we also link with Local Authority and Private providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and Medical Professionals. We have two large meeting spaces and often hold multi-professional meetings in school so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate.

## What SEND expertise do you have in Belmont Cheveley Park?

Due to the Enhanced Mainstream Provision within our school, Speech and Language training for all staff is part of our induction process, therefore all staff are acutely aware of the needs of children with Speech and Language difficulties and how to effectively support them. This is fully enhanced by NHS Speech Therapists who are part of our EMP unit. Additionally, staff have also undertaken training in the areas of ASD, Attachment Theories, SENDCo National Training Award and ELKLAN (communication qualification) to name a few.

## Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Mrs Goodwin! You can also respond to the Parental Questionnaires which Mrs Goodwin regularly sends out, or make comments during the review process. If you are unhappy, it is best to speak to Mrs Goodwin or Mrs Wright (SENDCo) ASAP – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website



## What are the Types and Levels of Need of SEND in our school?

Across our school, we have a variety of children with varying types and levels of need. Importantly, due to our Enhanced Mainstream Provision, 'Speech, Language and Communications Needs' (SLCN) is the largest SEND group.

## What kind of progress are our children with SEND making?

Over time, children in our school with identified SEND make good progress, both academically and socially. Children in our Enhanced Mainstream Provision (EMP) achieve well, based on their starting points – as do children in mainstream classes with SEND. Progress for children in our EMP is measured on specific targets, which are constantly reviewed.

The inclusion of children, who are in our EMP, in end of phase statutory tests – is decided on an individual basis.

## How do we evaluate the effectiveness of our provision?

Reviewing children's academic outcomes, as well as targets set on EHC and SEND plans allows us to see how well our children achieve academically and socially. We invite external evaluators from the Local Authority to review our provision and formally consult children and parents regularly with regard to their experiences of SEND provision. We continually evaluate in order to improve!

## Supporting our children SEND and other Vulnerable Groups

Children with additional needs, such as SEND or Looked After Children are closely monitored and supported throughout their time at our school. Our SENDCo and EMP Manager regularly review the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Supporting families is a specific part of this role and also the role of all staff at all levels; we see supporting children through supporting families as a vital part of ensuring quality provision. Children who are 'Looked After' by the Local Authority (in care) are monitored and supported by the Headteacher personally. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy – and making good progress. The headteacher also liaises with Social Services and attends all 'Looked After Reviews,' often at the homes of the foster carers or families.

## How does our provision fit in with 'Wrap Around care'?

On site, we have our own pre-school, managed by the school's governing body. Children can access this provision after their 3<sup>rd</sup> birthday. Children who require after school care, or care below the age of 3 are signposted to Clever Clogs, which is a provide childcare setting in the local community. This setting also provides holiday care for families who require it. Details of these settings are freely available from school. Our school breakfast club is open to all children from reception age and above – and costs £3.50 per day. It is open from 7.45am.

## How do we enable children with SEND to engage in activities with children without SEND difficulties?

Play. Learn. Grow... Together is our school motto – and this rings true in all that we do. We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality learning experiences for our children. Our Continued Professional Development, as a staff, is constantly reviewed in order for us to meet the needs of the children in our school. We are proactive in the training we undertake – as well as having refresher training to ensure we remain as up-to-date as possible.

## Who are my main points of contact if I have any questions or worries?

Helen Wright – SENDCo and EMP Manager at Belmont Cheveley Park	0191 3869494
Amy Goodwin – Headteacher at Belmont Cheveley Park	0191 3869494
Lucy Cooper – EMP 'Base 1' teacher	0191 3869494
Transport Arrangements for Durham Local Authority	03000 264444
Placements Team at Durham Local Authority	03000 265872
Educational Psychology Department	03000 263333
SEND Governor	Derek Sayer



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**Primary School**

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Headteacher – Mrs. A. Goodwin

