



## Bellingham Middle School

### Local Offer 2017-18

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| <b>SCHOOL NAME:</b>        | Bellingham Middle School  |                              |     |
|                            |   |                              |     |
| <b>TYPE OF SCHOOL:</b>     | Mainstream Middle School  | 9-13 years                   |     |
|                            | Children's Centre on site   | (birth – 4years)             |     |
|                            |   |                              |     |
| <b>ACCESSIBILITY:</b>      | Ground floor only   | Ramps where required         |     |
|                            | Disabled toilets  | Disabled changing facilities |     |
|                            | Ramped access at external doors   | Chair lift up to dining hall |     |
| <b>CORE OFFER:</b>         | <p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes. All staff have sufficient experience, training and expertise to identify children who may have additional needs and offer initial support.</p> <p>Following referral, teaching staff work closely with support staff and services to provide recommended interventions.</p> <p>SEND training is available for all staff to match the appropriate needs of our children. This is managed by our SENDCo.</p>                                   |                              |     |
| <b>POLICIES:</b>           | Are the school policies available on the website for:   | SEN                          | Yes |
|                            |   | SAFEGUARDING                 | Yes |
|                            |   | BEHAVIOUR                    | Yes |
|                            |   | EQUALITY & DIVERSITY         | Yes |
|                            | Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?   |                              | Yes |
| <b>RANGE OF PROVISION:</b> | Please indicate what your school has to offer (over and above your core offer) in each of the following areas:  |                              |     |
|                            | <p><b>Areas of strength</b></p> <p>Our staff are very good at identifying children's needs quickly, liaising with families and providing early intervention support. This is initially provided in-house with additional specialist support sought when necessary.</p>  |                              |     |
|                            | <p><b>Specialist Facilities/Equipment to support SEND</b></p> <p>We have a wide variety of opportunities for the children to access when they require it. We set up a Nurture Room which is fundamental in this, both in working with individuals, small groups and at times, lunch time clubs.</p> <p>We are also running groups focusing on developing and improving fine and gross motor skills. Our staff have undergone training on TalkBoost and have done refresher training on literacy and numeracy interventions—see our information report</p> |                              |     |

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|  | <p>for more information.</p> <p>Our PE teacher has undertaken specialist training on PE for SEND pupils. We also have key staff undertaking Thrive training to enable further emotional and behaviour support for pupils.</p>  |
|  | <p><b>Input from Therapists/Advisory Teachers/other specialist support services</b></p> <p>We work closely with our Locality Inclusion Support Team (LIST) now called the HUB to bring in any additional support required, for example behaviour support workers, inclusion support, education welfare officers, literacy, speech and language, autism spectrum support or educational psychologists.</p> <p>The HUB also offer specialist support and advice for pupils, families and staff and provide specialised staff training.</p> <p>Children's Services provide for social welfare.</p>  |
|  | <p><b>Breakfast and After School support</b></p> <p>North Tynies Children's centre offer a breakfast club and after school care until 6pm daily. 01434 220617</p> <p>In school we offer a 'Wake Up Club' with free breakfast from 8.15 on Mondays, Wednesdays and Fridays.</p>   |
| <b>INCLUSION:</b>                          | <p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p>Teachers plan to involve all children in every lesson in a challenging yet supportive way. Many strategies that are supportive to children with additional needs are available to all – highlighter pens, quiet areas for time out, visual timetables etc. allowing all children to feel the same.</p> <p>All children are included in all lessons, events and visits with additional support provided when necessary – as subtly as possible. All support staff are aware of the needs of our children and when appropriate we seek additional funding to further our provision for individual needs.</p> |
|  | <p><b>What proportion of children currently at the school have an SEND?</b></p> <p>Currently (autumn 2017) 8% of children are on our SEND register.</p>  |
| <b>PARENT SUPPORT INVOLVEMENT/LIAISON:</b> | <p><b>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <p>All parents are involved through the use of the homework planner and in discussions at our regular parents' evenings. Children with an Education Health and Care Plan (EHCP) will have an annual review with our SENDCo where their specific needs can be discussed and evaluated and individual targets set. The young people also have their own input into these meetings.</p> <p>All pupils on the SEND register will have a SEND 'passport' which is shared with parents and termly meetings take place.</p>          |
|  | <p><b>How will school prepare children with SEND to join their next setting/college/stage of education or life?</b></p>  |

Movement between classes is smooth and children are encouraged to take part in activities across the school.

We work very closely with our six feeder first schools (Bellingham First, Greenhaugh, Kielder, Otterburn, Wark, West Woodburn) to ensure seamless transition. We have transition pupil passports and our SENDCo visits every first school in the summer term to liaise directly with each school and meet the children.

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|                           | <p>the move appears less daunting.</p> <p>We also ensure that we liaise with our local high schools (QEHS and Haydon Bridge High School) as well as any other school where our children may move to, so that they have a smooth transition.</p> <p>Transition plans may be put in place to support any additional needs, in discussion with all involved parties. This may include extra visits and meetings with appropriate staff.</p>   |
| <b>OTHER INFORMATION:</b> | <p><b>What else do you think parents carers would like to know about your school?</b></p> <p>Our aim is to challenge and support all children at levels appropriate for them, so that with effort, they can achieve progress. We use the Read Write Inc Literacy and Language programme for all children in years 5 and 6. We use intervention programmes where required which currently include Fresh Start (reading), Success@Arithmetic and 1<sup>st</sup> class@number (maths), catch up sessions where appropriate, 1:1 reading, group reading and our Nurture room which will be the base for a variety of work.</p> <p>For some children, activities are supported or modified within lessons. Some children simply need to understand 'what makes them tick' so that they can understand that their own perspective is not always the same as their friends'. This helps them to learn tolerance and often to identify their own solutions.</p> <p>If parents have any additional queries, please do not hesitate to get in touch with Mr Charlton (our SENDCo) or Mrs Simpson (our Acting Head) either by coming into school, telephoning on 01434 220235 or emailing our school office on <a href="mailto:Bernie.thompson@northumberland.gov.uk">Bernie.thompson@northumberland.gov.uk</a></p> |
| <b>COMPLETED BY:</b>      | Mrs Rebecca Simpson  |
| <b>DATE COMPLETED:</b>    | September 2016   |
| <b>REVIEW DUE:</b>        | September 2017   |