



Bellingham Middle School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provisions to support pupils with communication and interaction needs, cognition and learning difficulties, social, mental and health problems and sensory or physical needs. We have high expectations of all pupils and staff and we believe that it is the entitlement of all pupils to have the opportunity to achieve their full potential.

The SEN and Disability Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school. The policy will be reviewed annually by the Governing Body. Here at Bellingham Middle School, the first priority for all of our children is quality first teaching and learning. Therefore, most of our pupil's educational needs can be met within the classroom environment. Simple adaptations to provision are based on careful analysis of personal needs and close monitoring of each individual's progress. Some pupils may also require the added support of the additional needs department or support from outside agencies led by Mrs Parkinson – School SENCO.

At Bellingham Middle school we believe that all pupils are valued equally. Pupils with special educational needs are not viewed as a separate entity but are part of the whole school approach where different pupil's needs are recognised and met through varied and flexible provisions throughout the curriculum. Those students who do have difficulties which affect their learning are recognised as needing specific types of support.

My child has difficulties with communication and interaction

Some pupils have difficulty communicating with others. This can include:

- Understanding language.
- Using language.
- Understanding how to communicate socially with other people.
- Stammering – advice given to families about how to access support from outside agencies.
- Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay.

What can Bellingham Middle School offer?

All students at Bellingham can access

- Quality First Teaching with appropriate differentiation (including best SEN practice).
- Access to our dedicated Sensory Room that provides a calming and safe space.
- Visual aids to support key vocabulary, concepts and themes.
- The use of alternative forms of recording (scribe, typing or voice recorder).
- Lunchtime homework clubs where staff will help your child to organise or complete their homework.
- Assessment for identification of significant needs.

Targeted support for small groups may include

- Assessment and identification of language needs and feedback to parents and staff.
- Where needed, help and advice from external agencies (e.g.LIST specialist speech and language teachers and CYPs etc).
- Learning Support Assistant in some lessons.
- THRIVE. Our THRIVE practitioner helps children settle in school, manage their feelings and relate positively to others so that they can make the most of themselves and of all that the school offers.
- KS2 and KS3 Friendship Club and/or Games Club where staff encourage social skills development, building of relationships between peers and having fun.
- 1:1 mentoring as the need arises.

Support for individual students may include

- Pupil profile created to inform and advise staff on most appropriate strategies to use.
- 1:1 session with a Speech and Language Therapist from the Local Inclusion Support Team (LIST) or NHS.
- 1:1 Individual Learning support assistant in lessons.
- Regular 1:1 mentoring to address child mental health, addressing bereavement and other issues.
- On-going tailor made 1:1 tuition led by a specialist teacher or specialist teaching assistant.
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).
- SATS access arrangements.

Please note: These options need to be agreed upon for each student in conjunction with parents/carers and then regularly reviewed/modified.

My child has problems with cognition and learning

This can include:

- Reading, writing and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Organisation
- Balance and coordination

Students may have conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Difficulties (e.g. dyslexia, dyspraxia and dyscalculia). Students may present with difficulties that do not have a specific title.

What can Bellingham Middle School offer?

All students at Bellingham can access

- Quality First Teaching with appropriate differentiation (including best SEN practice).
- Visual aids to support key vocabulary, concepts and themes.
- Lunchtime homework club where staff will help your child to organise or complete their homework.
- The Library lends books to pupils, using dyslexia friendly fonts.
- Assessment for identification of significant needs (including screening for dyslexia)
- Each year, at the start of the autumn term, all pupils are tested against their chronological age for reading, comprehension and fluency.

Targeted support for small groups may include

- Nurture groups for English and maths lessons with additional support assistant.
- Blocks of 1:1 or small group interventions that focus on a range of needs such as numeracy, literacy, comprehension and spelling.
- Guided reading intervention (Rapid Readers).
- Phonics intervention (TRUGS) .Trugs at home - parents are invited in to school to be shown how to use Trugs so they can best support their child at home.
- Spelling intervention (Wordshark) - a personalised progressive IT program.
- 1 to 1 or small group Read Write Inc supporting phonics to improve reading and spelling.

- Daily fluency of reading intervention.
- Blocks of 1:1 or small group interventions that focus on improving working memory.
- Blocks of 1:1 or small group interventions that focus on balance and coordination (fine and gross motor skills).
- Learning Support Assistant in some lessons to help your child access the curriculum.
- Where needed, help and advice from external agencies (e.g. speech and language service, Occupational Therapists, Educational psychologist, etc).
- Literacy and numeracy catch up sessions with a specialist teacher.

Support for individual students may include

- Pupil profile created to inform and advise staff on most appropriate strategies to use.
- SEN support plan in place.
- On-going bespoke 1:1 tuition led by a specialist teacher or specialist teaching assistant.
- “THRIVE” approach to support optimal social and emotional development.
- Use of laptops and tablet computers with voice recognition.
- A dyslexia screener.
- Use of coloured overlays and / or reading rulers for pupils with dyslexia.
- Use of an ACE dictionary to support pupils with dyslexia.
- Visual timetables.
- A handwriting screener and / or handwriting intervention for individuals or small groups.
- Termly testing for students with literacy difficulties to review and plan.
- Subject-specialist teaching assistants in key subjects to provide on-going support.
- External agency advice where needed.
- SATS Access Arrangements.

Please note: These options need to be agreed upon for each student in conjunction with parents/carers and then regularly reviewed/modified.

My child has sensory and/or physical needs

These may include difficulties with:

- Vision
- Hearing
- Gross motor skills
- Fine motor skills
- Self-organisation for daily living
- It includes conditions such as cerebral palsy, physical injury, dyspraxia, Diabetes, Down Syndrome, Anaphylaxis and hypermobility.

What does Bellingham Middle School have to offer?

All students at Bellingham can access

- Quality First Teaching with appropriate differentiation (including best SEN practice).
- Access to our dedicated Sensory Room that provides a calming and safe space.
- Visual aids to support key vocabulary, concepts and themes.
- School adheres to guidelines on physical access.
- Lunchtime homework club where staff will help your child to organise or complete their homework
- Assessment for identification of significant needs.

Targeted support for small groups may include

- Medical Care Plans.
- Handwriting /fine motor/keyboard skills interventions
- Access to assistive technology, software, audio digital books and iPad applications.
- Blocks of 1:1 or small group interventions that focus on improving balance and coordination.
- Blocks of 1:1 or small group intervention to enhance accessibility to PE.
- Adapted PE equipment to enhance PE lessons.
- Access to learning support assistant.

Support for individual students may include

- Pupil profile created to inform and advise staff on most appropriate strategies to use.
- Personalised support plans.
- Individual timetables / curriculum to suit the individual needs of the pupil.
- 1:1 Outside Agency support from Specialist Advisory Teachers.
- Specialist equipment and materials, such as low vision aids and enlarged adapted resources.
- Supervision for daily sensory exercises - programs of exercise recommended by an OT.
- Targeted LSA for complex medical needs, including practical support.
- Sensory breaks.
- Flexibility with uniform policy.
- Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity.
- Flexible approach to transitions e.g. between lessons and to and from school.

- Access to quiet time out.
- Fidget toys, weighted blankets, chewable jewellery, ear defenders, music.
- Access to our Sensory Room.
- SATS Access Arrangements.

Please note: These options need to be agreed upon for each student in conjunction with parents/carers and then regularly reviewed/modified

Useful websites for parents

<https://www.autism.org.uk/advice-and-guidance/topics/sensory-differences>
<https://www.autism-society.org/what-is/>
<https://www.verywellfamily.com/what-are-motor-skills-3107058>
<http://www.hanen.org/helpful-info/articles/helping-your-child-cope-with-his-sensory-needs.aspx>
<https://www.ndcs.org.uk/information-and-support/>

Training to support Sensory or Physical needs completed by members of the SEN Department in 2019-21

Developmental Coordination Disorder
 Emotional Literacy Support (ELSA)
 Supporting the Development of Thinking Skills in Hearing Impaired Children
 Spoken Difficulties in Children
 Supporting Hearing Impaired Children
 Use of Hoists in School
 Wheelchair Awareness
 PE HLTA
 Epi pen Training
 Diabetes Training
 Down Syndrome
 Sensory Workshop

My child has difficulties with social, emotional health or mental health

This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education. It also includes young people who have a range of longer-term recognised mental health conditions.

This can include:

- Forming and maintaining relationships
- Bereavement
- Attendance
- Self-esteem
- Self-harm

- Substance misuse
- Eating disorders
- Life outside school
- Anxiety
- Attachment
- Anger management
- Sexuality and sexual identity

What can Bellingham Middle School offer?

All students at Bellingham can access

- Quality First Teaching with appropriate differentiation (including best SEN practice)
- Assessment for identification of significant needs.
- PSHE enrichment curriculum.
- Weekly assemblies addressing current concerns.
- A designated peaceful, quiet area at lunchtime where pupils can talk to a member of staff.

Frequently asked questions

How does the school know if my child needs extra help?

- If your child is joining Bellingham and already has a special educational need, their previous school will inform and liaise with the Special Educational Needs Co-ordinator (SENCO) at Bellingham to ensure there is a smooth transition and continuity of provision.
- There is planning between the first schools and with parents/carers in Year 4 to support the student's move from first to middle school.
- Some children do well at first school but find the transition to middle school difficult. The teachers and learning support assistants are very aware of this so any areas of need or concerns are spotted early and are referred to the SENCO so that support can be coordinated promptly.
- If teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the pupil's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the pupil and the parents, a pupil may be identified as having SEN and appropriate provision will be made.

What should I do if I think my child has special educational needs?

If you think that your child may have special educational needs, please speak to the class teacher in the first instance who will discuss your concerns with the school SENCO.

How will the school respond to my concern?

The class teacher will raise a record of concern and share this with the SENCO. A meeting will then be arranged by the SENCO with yourself, the class teacher and the SENCO to identify the best way forward.

How will the school decide if my child needs extra support?

Following the meeting, the SENCO will conduct initial assessments to inform the nature and level of support required by the child.

What will the school do to support my child?

During the meeting the level of support required will be discussed. This may be any or all of the following:

- **Step 1** – a child will be given precise teaching and targeted differentiation within the whole class setting.
- **Step 2** – a child will be given targeted small group intervention for a set period of time.
- **Step 3** – a child will be given targeted 1:1 support in a specific area of need for a set period of time.

In some cases, additional and more specialist support will be sought through a referral to an outside agency. If short term intervention does not address the issues raised and greater needs are identified, the child, with consent of the parent/carer will be placed on the Special Educational Needs & Disabilities Register (SEND). All children on the SEND register will have a Personal Support Plan which details the support a child will receive and the targets that have been set for them.

What is the SEND register?

The school has a graduated approach to SEN. If your child has a high need (level 3) then they will be placed on the register. This is an official list of pupils and the category of need. There is generally between 10-12% of the school roll who are on the register.

Level 1

Pupils receive inclusive quality first teaching which may include the provision of differentiated classwork. Some pupils at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2

Additional School Intervention

Continued or increased concern may lead to pupils receiving additional targeted interventions to accelerate their progress to age-related expectations. These may include group or 1:1 teaching. The SENCO will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.

Level 3

High Need – The SEN Register

Where a pupil continues to make less than expected progress, despite interventions, they will receive personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this and work with school staff to select effective teaching approaches, equipment, strategies and interventions in order to support the pupils's progress.

What is an EHCP?

An Educational Health Care Plan (EHCP) is a legal document that identifies a pupil's SEN needs and focuses on the support required to meet agreed outcomes. As well as the educational elements, EHCPs also outline the child's health and social care needs, outcomes and support.

If interventions and support arranged by the school are not impacting on the pupil's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

How will I know if the school is supporting my child? How will I know how my child is doing? How is student progress monitored?

All students;

- The school will always send you a letter or have a phone conversation with you to let you know if we are proposing to offer your child support that is additional to or different from what is already in place for all mainstream students. Your child will have specific targets linked to that support and the intended outcomes. We will review progress and share this information with you as appropriate, depending on the type and length of the intervention.
- For children with more complex needs, we may create a Pupil Profile and a SEN support plan to easily share information, strategies and targets with staff. You and your child are asked to help compile and review these documents. Sometimes it is helpful to meet in school to review and plan together. At other times, a phone call or written communication is more appropriate.
- Parent consultation evenings are an opportunity to discuss your child's progress and needs and to find out about support options. We provide parents with an annual written report about their child's attainment, targets and progress in each curriculum area.
- Parents are always welcome to contact their child's teachers at any time to discuss particular concerns as they arise.

- The effectiveness, impact and quality of the support / interventions are reviewed half termly by the class teacher, the SENCO and learning support staff. This is fed back into the analysis of the child's needs and the support is revised in light of the child's progress and development. Parents will be informed about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- For children with EHCPs, an Annual Review will be conducted of their progress and needs. This comes in the form of a full written school report in advance of a meeting between parents and staff. During this meeting, students, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.

How will the curriculum be matched to my child's needs? How are the school's resources allocated to these needs?

- All staff are trained in adapting lesson plans to increase the use of elements and strategies known to support students who need extra help. For some students with lighter needs, this is all that is required to help them make progress.
- Teachers have access to the profiles of students known to have specific needs and they will collaborate with the support staff to adapt activities for those individual students.
- Many lessons benefit from having a learning support assistant in the class who can spot difficulties and help to give instant support. If your child is specifically funded through an EHCP, meetings with the SENCo will include discussion and agreement about how that funding is used and monitored.

What do the learning support assistants do in the classroom to help my child?

To make the most of additional support staff in lessons, teachers and learning support assistants plan and work together as a team.

Some key features of high quality support for your child in class are:

- working with small groups of pupils;
- observing pupil behaviour;
- ensuring pupils have understood the task given;
- helping to mark work;
- preparing adapted materials (with the teacher's guidance);
- working with a larger group so that the teacher can work on specific tasks with a small group;
- being an extra pair of eyes and ears;
- praising, encouraging and celebrating success;
- supporting individuals with reading and written work;
- recording in pupil journals where appropriate;
- supporting the emotional well-being of pupils;
- helping with off-site visits and residential trips;

- sharing ideas, helping to plan work – LSAs know the children very well and can give valuable insight.

What specialist services are accessed by the school?

The school accesses a range of specialist services. This includes the use of educational psychiatrists, special behaviour support workers and specialist teachers for autism, behaviour, literacy, speech, language and communication, EAL(English as an additional language). The Educational Welfare Officer is used to support the attendance of pupils.

The services of a school nurse, PMH (Primary Mental Health) and CYPS (Children and Young Peoples' Service) is accessed by a referral to the West Northumberland Multi Agency HUB which meets weekly (virtually) and agency senior leaders meet every 3 weeks. The HUB discusses the cases and a decision is made regarding referrals to an appropriate agency and assesses if an EHA (Early Help Assessment) is appropriate.

If a referral to a specialist service is considered necessary for your child by the school, then we would discuss this with you, either by phone or in person. We would also seek your written consent, and always keep you fully informed and involved.

How will you help me in supporting my child's learning at home?

At Bellingham Middle School, we aim to work in partnership with parents and carers as well as children and we would encourage you to play an active role in your child's education.

- Every child in school is given a HomeSchool planner, in which information is communicated to parents and carers on a daily basis. As well as details of homework tasks, notes about letters home and personal targets for your child, you may also see comments or questions from members of staff. Here, you can support your child's learning by responding as needed to what is written, including your own message whenever you wish, or simply signing in acknowledgement. Your child's form tutor will monitor your child (and his or her journal) closely in school as part of our pastoral care system, and is a point of contact for anything you wish to share about your child. Communication from home will always be acknowledged within 24 hours.
- The school provides parents with advice on how to support your child's homework (see homework policy). Parents are always welcome to contact their child's Form Tutor for more specific advice at any time.
- A few children with complex needs will be allocated a key worker, who will communicate as often as needed with home via phone or separate home-school book. We would discuss this option with you if necessary.
- Coming to parents' evenings or information sessions is another way that you are able to support your child's learning at Bellingham Middle School. Parents' evenings give you a chance to talk about your child's learning, progress and targets in different subjects. Information sessions for parents and carers typically include: New Intake evening, Y6 SATs, observing Year 5 literacy and numeracy lessons, year 5 Form Teacher drop ins, Head Teacher coffee

mornings, residential trip preparation talks. The dates and times of such events will always be included on the school's website, and in a letter home.

- If your child is absent from school but able to work then, on request, work can be set on school 360.

What support will there be for my child's well-being?

We want all children at our school to enjoy their education and feel valued as individuals, including those children with SEND. Most importantly, we want your child to feel safe and happy.

- Your child will be well known by their Form Teacher who will provide support for their academic and social development. Form Teachers are also the main point of contact between home and school, and parents are encouraged to contact them for help and information.
- Please do share with us any information regarding any change in health or home circumstances which may affect the work or behaviour of your child, so that additional support may be put in place as needed.
- Pupils are encouraged to talk to someone if they are experiencing any difficulties so that problems can be dealt with sensitively and sympathetically. Any of your child's teachers, learning support assistants or other support staff will take the time to listen should your child want to talk to them.
- In addition, the peer buddy system supports all pupils new to the school. We have trained Emotional Literacy Support Assistants (ELSA) who is able to support any pupil in need, especially those with SEN. Pupils with complex needs have a key worker from the learning support assistant team, as well as the school SENCO, who works closely with them to ensure they feel secure, confident and happy in school.
- A designated quiet area in school to support your child's mental health and well being with trained Learning Support Assistants.

If there is ever a time when you feel concerned about the well-being of your child in school, then please get in touch. We care about the well-being of pupils at our school, and wish to offer appropriate and timely support in order to make a difference for your child.

What training do the staff supporting children and young people with SEND have?

- Staff supporting pupils with SEN are qualified teachers or learning support assistants with at least Level 3 in education.
- A comprehensive induction programme is in place for all new staff.
- All teachers, learning support assistants and other staff members undergo yearly appraisal procedures which identify any training needs.
- All staff receive comprehensive and on-going training in meeting the needs of our pupils, including safeguarding and medical.
- The SEN department team of learning support assistants are included in training opportunities relating to special educational needs and disabilities, and have a wealth of experience and expertise to offer children with SEN at our school.

- At Bellingham Middle School, we value lifelong learning, and as a staff, we use training opportunities to reflect critically on our practice in the classroom with children, including those with SEND.

How will my child be included in activities outside of the classroom, including school trips?

All pupils, including those with special educational needs and disabilities, have access to a stimulating, balanced and relevant curriculum. This includes enrichment outside the classroom, including school trips, sporting activities and social activities.

Risk assessments are always undertaken, and where pupils have SEN which is likely to affect their ability to participate in activities outside the classroom, then a modified approach can be agreed with parents/carers and the pupil.

Please do not hesitate to get in touch whenever you wish to discuss how best to meet your child's needs for activities outside the classroom.

How accessible is the school environment?

The school aims to be fully inclusive. This means ensuring that the school environment is accessible to all of our pupils, including those with a special educational need or disability.

Where pupils have an additional need, the school environment can be modified as appropriate. For example: a pupil with sensory issues might need to change for PE in a quiet space away from bright lighting, or a pupil with medical needs could use a separate toilet.

Classrooms at the school are situated on a single level, and there are accessible ramps to allow for ease of movement around school. The school has 2 accessibility toilets.

How will the school help prepare my child for transfer to high school?

- All year 8 pupils will have a taster day at their chosen school in either the Spring or Summer term, depending on their choice of school. This helps to give pupils a taste of high school and we can alleviate any worries they may have.
- All pupils have a transfer day, which is an opportunity to meet their new form tutor.
- Identified 1:1 time to address the concerns of individual pupils.
- Extra visits and tours to the high school will be organised for small groups or individuals.
- Learning mentors will visit from the high school in summer term.
- The SENCOs and pastoral leads at the middle and high school meet several times throughout the year to discuss all pupils.
- High school SENCOs are invited to EHCP annual reviews of pupils in Y8 so that provision and care can be discussed openly with time to plan.
- Pupil profiles and data are transferred to High school in summer term.
- There will be an information evening at the high school for all parents in summer term.

- Pupils complete a transition questionnaire so that pupils can raise their concerns/worries and ask any questions they may have

What is the role of the SENCO?

The Special Educational Needs Coordinator (SENCo) is Mrs Parkinson and her responsibilities include;

- Coordinating the provision for pupils with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all pupils with special educational needs;
- Tracking the progress of pupils with SEN;
- Monitoring the effectiveness of interventions;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with the First and High school SEN Departments to ensure the effective transfer of pupils' SEN records.

Who can I contact for further information?

You can contact the School Office at any time to request a phone call or appointment with a particular teacher.

This contact can be by telephone, e-mail, letter, or in person.

What do I do if I feel that my child is not receiving the support they require?

If you have concerns, then please do get in touch with the school's SENCO, Mrs Parkinson.

What do I do if I am still concerned that the issues have not been addressed appropriately?

Please contact the Headteacher, Mrs Hamilton.