Subject: SEND Information Report

Issue Date: October 2025

Safeguarding Statement

At Belle Vue Primary and Nursery School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at our school. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

SEN information report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

- This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

At Belle Vue Primary and Nursery School, we work closely with parents and have an open-door policy. We are happy to meet with parents to discuss any concerns or worries they may have. Appointments with the SENCo can be made via the school office or by emailing directly on senco@belle-vue.dudley.sch.uk

We prefer to have an early discussion with parents of a pupil when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEND support and therefore go on the SEN register.

Assessing and reviewing pupils' progress towards outcomes

At Belle Vue Primary and Nursery School teaching staff and the SENCo work closely together and collaborate to provide a clear approach to assessing pupils learning needs. If teachers have initial concerns about a pupil's progression, they alert the SENCo promptly. A discussion is then conducted about how we can begin to address the needs of the individual, in the school day. This may be through a specific intervention, support in class or adapted tasks. We then use the graduated approach for SEN implementing the four-part cycle of **Assess, Plan, Do, Review (APDR).**

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's understanding of the needs and experiences of the pupil
- Their previous academic progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- A SNAP SpLD or SNAP B assessment to highlight any areas of need
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their identified needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We are committed to providing a smooth transition and ensure that future schools are fully aware of any specific learning needs a pupil has, ensuring that we share information gathered during the child's time at Belle Vue. Schools will be provided with a relevant history of interventions received by a child and if outside agencies are involved. We work closely with other schools to enable the induction period to be as smooth as possible. We liaise closely if it is felt that a phased entry into a new school is appropriate.

Our approach to teaching pupils with SEN

All pupils are valued and treated fairly, regardless of their level of educational need. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching (QFT) is our first step in responding to pupils who have SEN. This may be adapted for individual pupils.

We will also provide the following interventions:

- Phonics and Fluency support
- Get Moving
- Specific target work in small group or 1:1 sessions
- Pre-teaching
- Speech and language
- Maths support groups

Adaptations to the curriculum and learning environment

Children who require extra support have Personal Evacuation Plans (PEEPs) in place to ensure they can exit the building safely in an emergency. There are two disabled toilet facilities on the ground floor and ramped access to both playgrounds and the field is in place. All indoor and exit doorways are wide enough for comfortable wheelchair access.

We make the following adaptations to ensure all pupils' needs are met:

- Adapt our curriculum to ensure all pupils are able to access it, for example, by flexible grouping, 1:1 work, chunking the content of the lesson to make it more manageable
- Adapt our resources and staffing

- Use recommended aids, such as laptops, coloured overlays, visual timetables, etc
- Adapt our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Teaching assistants will support pupils on a 1:1 basis or small group basis when they have a physical disability that requires adult support to ensure their safety. If a child has an EHC Plan that requires additional classroom support to access the curriculum, this will be provided in line with the plan.

Teaching assistants will support pupils in small groups when pupils have been identified as requiring some additional support in specific subject areas.

We work with the following agencies to provide support for pupils with SEND:

- North Star Inclusion Advisory Service
- Dudley Educational Psychology Service
- Speech and Language Therapy Service
- Hearing Impaired Service
- Visual Impaired Service
- Integrated Early Years Support Service (IEYS)
- Occupational Therapist
- School Health Nurse
- CIPS

Expertise and training of staff

Our SENCO has worked as a class teacher for 17 years and has experience of teaching and supporting teachers in implementing effective strategies to enable all pupils to access their learning. She completed the National Award for Special Educational Needs Co-ordination (SENCO) qualification in 2022 whilst working alongside another experienced SENCO for 4 years.

The SENCo is allocated 4 days a week to manage SEND provision which includes some teaching responsibility.

Securing equipment and facilities

Belle Vue Primary and Nursery School uses the SEND budget to purchase any auxiliary aids or specialist equipment recommended by outside agencies to improve or enhance the learning environment for pupils in school.

There is an expectation that costly and personalised equipment, such as wheelchairs will be purchased by parents or external agencies.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term during pupil progress meeting
- Having extra parent meetings for parents of children on the SEN register
- Gather pupil voice
- Monitoring/observations in class by the SENCo
- Holding Annual Reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are encouraged to participate in extra-curricular activities and reasonable adjustments are made if necessary to accommodate all pupils.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability, adjustments can be made if required.

Arrangements for the admission of pupils with disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities*. Most children with SEN will not be disabled with the definition in this Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is policy to accommodate pupils with disabilities should parents wish and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto the school grounds
- Wheelchair access at most school entrances
- Carpeted areas in all classrooms to aid hearing impaired pupils learning
- Two fully fitted care rooms with toilets, one with a disabled access shower
- Evacuation chair

- Two disabled car park spaces in the car park
- A lift to provide access to the KS2 hall/intervention room

Support for improving emotional and social development

Belle Vue Primary and has always prided itself on the high-quality pastoral support offered to pupils. We strongly believe that the holistic approach to a pupil's education is of upmost importance.

We provide support for pupils to improve their emotional and social development in the following ways:

- ELSA
- Extra adult support during unstructured times
- Soft starts for those struggling to get into school in a morning
- Pastoral groups when required
- Lunch Club
- Sports coaches daily
- Black Country mentoring
- We have a zero-tolerance approach to bullying

Working with other agencies

Belle Vue Primary and Nursery School work closely with all outside agencies to provide a clear picture of the pupils needs. We host and attend meetings when appropriate to ensure that we have a clear understanding of pupils needs. We regularly work with a range of professionals, including individuals from Children's Services, Dudley services, CAHMS & Health & Social Care.

Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENCo, Mrs Ford Thomson in the first instance. If the issue raised has not been resolved, this will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Parents wishing to seek additional support and information for their child can contact Dudley Special Educational Needs & Disability Information & Advice Support Service (SENDIASS):

01384 817373

Or visit the website:

www.dudley.gov.uk/residents/learning-and-school/information-for-parentscarers/dudley-sendiass/

The local authority local offer

Our local authority's local offer is published here:

Policy monitoring arrangements

This policy and information report will be reviewed by **Mrs Ford-Thomson annually.** It will also be updated if any changes to the information are made during the year.