Bellfield Primary School SEND Information Report

At Bellfield Primary School, we are committed to providing an inclusive curriculum that ensures the best possible outcomes for all pupils, regardless of their needs or abilities. We aim to ensure that pupils with Special Educational Needs and Disabilities (SEND) are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be central to planning and decision-making. Our approach provides opportunities for pupils and their families to actively contribute to planning their provision, in line with the SEND Code of Practice (2014).
This school information report should be read in conjunction with the HCAT Special Educational Needs Policy.

School Information:

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At Bellfield Primary School, we support children with a wide range of Special Educational Needs and Disabilities.
The SEND Code of Practice (2014) identifies four broad areas of need:

1. **Communication and Interaction** *Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).*
2. **Cognition and Learning** *Including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD).*
3. **Social, Emotional and Mental Health (SEMH)** *Including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and other issues that may affect mental health and emotional well-being.*
4. **Sensory and/or Physical Needs** *Including a range of Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI) and Multi-Sensory Impairment (MSI).*

The school has experience in supporting children with a variety of conditions, including but not limited to, ASC, ADHD, Koolen-de-Vries Syndrome, Di-George Syndrome, Tourette's Syndrome, Spinal Muscular Atrophy, Cystic Fibrosis, Cerebral Palsy, PICA, hypermobility and microcephaly.

The aims of our SEND policy and practice are:

At Bellfield Primary School, we are committed to providing an inclusive curriculum where every child is valued, supported and encouraged to achieve their full potential. Our school community offers a safe and nurturing environment with clear boundaries, mutual respect and high expectations. Through this, we aim to build pupils' self-esteem, inspire self-belief and open doors to lifelong learning, high aspirations and bright futures.

The purpose of this SEND Information Report is to ensure that all stakeholders, including parents/carers, teaching and support staff and governors, have a shared understanding of our approach to identifying, assessing and supporting pupils with SEND. This policy promotes a consistent, transparent and collaborative approach to meeting the needs of all learners.

Our SEND provision aims to ensure that every child receives an education that enables them to:

- Achieve their best
- Develop high aspirations and expectations for themselves
- Become confident individuals who lead fulfilling lives
- Make a successful transition into adulthood

Identifying pupils with and assessing their needs

We assess each child's current knowledge and levels of attainment on entry, building on information from previous settings and Key Stages where appropriate.

Class teachers make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This includes progress in areas beyond academic attainment (e.g. social, emotional or communication needs).
Slow progress, low attainment or a diagnosis of a specific learning difference does not automatically mean a child will be identified as having SEND.
When deciding whether special educational provision is required, we begin with the desired outcomes, including expected progress, attainment and the views and wishes of the child and their parents/carers. We also consider whether the child has a significantly greater difficulty in learning than the majority of others of the same age. This information is used to determine the level of support needed and to decide whether it can be met through adaptations to our core offer or whether additional or different provision is required.
Parents/carers who have concerns about their child's learning, development or progress are encouraged to speak to their child's class teacher in the first instance. Concerns can be raised at any time and do not need to wait until a scheduled meeting such as parents evening.

Consultation	
Arrangements for consulting with parents of children with SEND and involving them in their child's education	Arrangements to consult with young people with SEND and how we involve them in their education
We hold early discussions with the child's parents/carers when identifying whether special educational provision may be required. These conversations ensure that: • Everyone develops a clear understanding of the child's strengths and areas of difficulty. • The concerns, insights and aspirations of parents/carers are fully considered. • All stakeholders understand and agree on the outcomes being sought for the child. • Everyone is clear about the next steps in supporting the child. Parents/carers are formally notified when a child is placed on SEN Support. At this stage, a graduated response (Assess, Plan, Do, Review) is implemented and a support plan is created. Class teachers, in collaboration with the school SENDCo, set individual targets each term following the Assess, Plan, Do, Review (APDR) cycle. These targets and the provision in place are monitored throughout the term to ensure they are effective and appropriately matched to the child's needs. Class teachers remain responsible for the progress and development of all pupils in their class, including those receiving additional support from Achievement Support Assistants or external professionals. Parents/carers are invited to termly meetings with the SENDCo to review their child's progress, discuss the targets that have been set and consider any adaptations or additional support required.	The child is involved, as appropriate, at every stage of the APDR cycle. At the initial assessing and planning stage, we take a person-centred approach. The child's wishes, views, interests and aspirations are carefully considered, along with the outcomes they would like to achieve and the support they feel they need. These discussions help ensure that pupils feel informed, valued and have a sense of ownership over decisions about their support. We gather the child's views in a range of ways, including regular pupil voice activities and informal discussions between the child and their class teacher. These opportunities provide valuable insights into how the child feels about their learning, their provision and their wider school experience. Where a child is unable to verbally communicate or provide written input, staff gather information through observations and day-to-day interactions to understand their likes, interests, dislikes, strengths and areas of difficulty. Any documentation used as part of the agreed provision (e.g. the Graduated Response) includes a child-friendly section. This is shared with the child so they can understand their support in an accessible and meaningful way. Taking a person-centred approach ensures that professionals, parents/carers and the child all contribute to reviewing the effectiveness of provision. Following these reviews, clear next steps are agreed and put in place to support continued progress.

Assessing and reviewing children's progress towards outcomes is: How do we work with parents in doing this?
Where a child is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This SEND support follows a four-part cycle known as the Graduated Response: • Assess • Plan • Do • Review The HCAT support plan is used as a guide to work through this cycle. This process is ongoing and dynamic. It is not limited to formal SEND reviews, which are carried out termly, but continues throughout day-to-day teaching and monitoring. The class teacher works with the SENDCo to carry out a clear analysis of the child's needs. This analysis draws on: • The teacher's assessment and experience of the child • The child's previous progress, attainment or behaviour • Assessments and insights from other teachers (where relevant) • The child's development in comparison with peers and national expectations • The child's social and emotional development • Communication and interactions needs • Any sensory or physical needs • The views and experience of parents/carers • The child's own views • Advice from internal HCAT support services and external support services (where relevant)

Arrangements for supporting children and young people in moving between phases of education

Children with SEND may require additional support and careful planning when moving between educational settings and key stages. We work with families and receiving settings to ensure transitions are planned around each child's individual needs.

For children with an Education, Health and Care Plan (EHCP), preferences for educational settings should be discussed during the Annual Review process in the year prior to their transition, particularly when moving to secondary school. This allows the local authority to consult and request placements at the preferred setting.
Requests for a special school placement should be made early in Year 5 to ensure that suitable provision can be identified and considered. At this stage, it is recommended that parents/carers visit potential schools or colleges at the next key stage to make an informed choice.
The SEND team will coordinate and administer the process following any request by parents/carers, ensuring a smooth and well-planned transition for the child.

Transition packages are carefully planned for children with special educational needs to ensure a smooth and successful move between phases of education. Many education providers now offer additional support, such as extra visit time, weekend schools or transition meetings for new pupils. Additional strategies may include the use of social stories, transition programmes and communication passports, all of which help reduce anxiety and vulnerability during transition.

At Bellfield Primary School, we aim to support transitions in the best possible way. Pupils are provided with a range of support materials and activities, including:

- Social stories featuring pictures of their new class teacher to be read multiple times, helping to ease anxieties
- End-of-year meetings arranged by the SENDCo, involving the new class teacher and parents/carers, allowing discussion about the child before the new school year
- Photographs of the new classroom, teacher and working spaces to help pupils familiarise themselves with their new environment
- Opportunities for pupils to visit their new classroom, such as taking a message to their new teacher, to encourage familiarity and confidence
- Additional transitions for pupils who may require longer than the standard transition period offered (*primary – secondary transition*)
- Support from Achievement Support Assistants to accompany parents/carers on visits to secondary schools prior to making final decisions about placement (*primary – secondary transition*)
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These strategies represent just some of the ways we aim to support and ease transitions, helping all children feel prepared and confident as they move to their next stage of education.

The school's approach to teaching children and young people with SEND

Teachers are responsible and accountable for the progress and development of all children in their class. The approach to teaching children with special educational needs is tailored to the individual needs of each child. High-quality teaching is the first step in responding to children with SEND and will be adapted as required to ensure all pupils can access the curriculum effectively.

In addition to differentiated classroom teaching, a range of interventions may be used, including:

- In-class support: Teachers or Achievement Support Assistants (ASAs) support one or more children to access and understand lesson content.
- Small group work: Short-term literacy, numeracy or other targeted interventions delivered by a member of staff.
- One-to-one support: Targeted support for specific areas of need.
- Nurture groups: For particularly vulnerable children to support social, emotional and academic development.
- Mental health check-in sessions: Supporting the emotional needs of pupils with SEND.
- Friendship and social skills groups: Helping children develop positive relationships and social confidence.
- ELSA (Emotional Literacy Support): Individual or small-group sessions to support emotional wellbeing.
- Supervision during unstructured times: For children who require additional support at break or lunch times.
- Inclusive extracurricular and sports activities: Children with SEND are actively encouraged to participate in all school activities, including productions, clubs and tailored sporting activities throughout the year.

These interventions are carefully matched to individual needs and are monitored to ensure they effectively support each child's progress academically, socially and emotionally.

Adaptations made to the curriculum and the learning environment of children and young people with SEND Including additional support for learning and equipment and facilities to support children
We make a range of adaptations to ensure all pupils' needs are met, including: • Curriculum adaptations: Adjusting teaching approaches, grouping, lesson content and 1:1 or small-group support to ensure all pupils can access learning. • Resource and staffing adaptations: Using recommended aids, additional support or specialist resources as needed. • Teaching adaptations: Providing longer processing times, pre-teaching of key vocabulary, reading instructions aloud and other strategies to support learning. • Emotional and behavioural support: Some pupils may receive additional support from the school's pastoral team. Children receiving this specialised support have a personalised plan with regular check-ins to discuss feelings, behaviour or specific situations. • Support for pupils with reading/writing difficulties: Pupils with dyslexia or other identified conditions may be provided with reading/writing overlays or seating adjustments to reduce glare. Some pupils also follow targeted interventions such as the Toe-by-Toe programme. • Environment and equipment adaptations: Adjustments to furniture (e.g. handrails, writing slopes, foot blocks), quiet learning zones for pupils with ASC and other physical adaptations to support accessibility. Achievement Support Assistants (ASAs) are trained to deliver interventions such as Precision Teaching, Speech and Language programmes, Toe-by-Toe and Maths interventions. ASAs may provide targeted 1:1 or small-group support for pupils with specific needs, including reading development, phonics keep up, physical needs, speech and language difficulties or social and communication needs. SEND Provision At Bellfield Primary School, the Discover Classroom is a new specialist classroom designed to support a small group of pupils with an EHCP. It provides a nurturing, safe and structured environment where children can grow, learn and feel a strong sense of belonging. The classroom is led by two dedicated members of staff and overseen by the SENDCo. It is highly communicative and structured, with a strong focus on developing language and communication. Pupils are supported through the consistent use of visuals and guidance from our in-school Speech and Language Therapists, ensuring that every child can communicate in a way that works for them. The Discover Classroom is more than just a learning space – it's a community. Families are welcomed to be active participants in their child's learning and opportunities are provided for pupils to interact with the wider school community, helping to promote inclusion, build friendships and reinforce the sense of belonging to the school. With high expectations, clear routines and consistent support, pupils are encouraged to believe in themselves, persevere and succeed. Every achievement, no matter how small, is recognised and celebrated. The Discover Classroom provides a safe and supportive environment where pupils can take risks, explore confidently and grow into the best versions of themselves.

Expertise of staff Including the expertise and training of staff to support pupils with SEND and how expertise will be secured
Staff receive regular training and support to ensure they remain up to date with developments within the school and the wider educational community. All HCAT School SENDCos meet termly to discuss individual pupil needs and broader Trust-wide SEND issues. This network approach promotes continuous professional development and enables schools to access relevant training based on highlighted Trust priorities. At Bellfield Primary School, one staff meeting per term is dedicated to SEND. All staff are expected to attend to remain informed about changes and strategies for supporting individual pupils or groups. These meetings are led by the SENDCo, who ensures that staff are kept well informed and supported in their practice. Our SENDCo is Miss Gibson. She has completed her National Award for SENDCos and is supported by more experienced SENDCos within the Trust. The Head of School, Miss Howard, who has 16 years of SENDCo experience, provides advice and guidance as needed. Miss Gibson has a consistent track record of supporting pupils with SEND effectively in her classroom, with pupils making consistently good progress. Miss Gibson has designated SENDCo time and works closely with our highly experienced Senior Achievement Support Assistants (SASAs). Our SASAs are trained in Speech and Language, Precision Teaching, Phonics and supporting pupils with Autism. In the last academic year, staff training has included: • Adaptations to Teaching and Learning • Inclusive Teaching and Learning Strategies • Graduated Response Training • Regulation Support Strategies • Targeted Speech and Language Therapy support • Fetal Alcohol Spectrum Disorder Awareness • Sensory Processing Training is ongoing and covers both general SEND awareness and specific, school-based needs, ensuring all staff are equipped to support our pupils effectively.

Evaluating the effectiveness of SEND provision

We are committed to continually improving the provision for our SEND pupils. To achieve this, we work closely with the Trust Lead to ensure that our practices and standards effectively meet the needs of all learners.
In addition, the following processes support the monitoring and development of SEND provision:

- Pupil Progress Meetings: All teachers participate in reviews of pupil progress, identifying next steps and strategies to support continued learning for each child.
- Termly SEND Parent/Carer Meetings: The SENDCo, Miss Gibson, meets individually with parents/carers to discuss their child's achievements, progress and next steps. During these meetings, Graduated Response targets are reviewed and shared to ensure parents/carers are fully involved in supporting their child's learning.
- Regular HCAT Trust SENDCo Meetings: The SENDCo attends termly Trust-wide meetings to share best practice, discuss individual and school-wide SEND matters and access professional support.
- HCAT Monitoring and Support: Ongoing Trust monitoring and guidance ensure that provision is effective and that pupils achieve the best possible outcomes.

These approaches ensure that provision is responsive, targeted and regularly evaluated, enabling all pupils with SEND to make meaningful progress.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?
All of our extra-curricular activities and school visits are available to all pupils, including before and after school clubs. All pupils are encouraged to participate in residential trips. Where additional support is needed to meet a pupil's needs, the school ensures that appropriately trained staff accompany them. Any staff supporting pupils on trips receive relevant training in advance to meet the specific needs of the group. All pupils are encouraged to take part in school activities such as Sports Day, school plays and special workshops. No pupil is excluded from participation due to their SEND or disability. Where adaptations are required, the school works closely with families and relevant agencies to provide the best possible education and care, while always meeting any needs specified in EHCPs. Our admission arrangements welcome applications from children with SEND and disabilities. We work closely with families and relevant professionals to understand individual needs and identify any reasonable adjustments required to support pupils' successful admission and access to school life. We make reasonable adjustments to our policies, practices and the physical environment to ensure that pupils can access education, facilities and activities alongside their peers. The school provides accessibility for pupils with disabilities, including: • A disabled toilet/changing room with a medical plinth bed and electric ceiling hoist, with staff trained as needed by IPASS and/or the Physiotherapy Service • Ramped entrances to the main school office, EYFS and KS1 areas and portable ramps for KS2 access • Individual Fire Procedure Plans for pupils with disabilities, detailing safe evacuation procedures and designated staff responsibilities Pupils with disabilities are treated with the same expectations and respect as other pupils. Classroom discussions, teaching activities and workshops provide opportunities to learn about disabilities, ask questions and promote understanding. Where appropriate, outside agencies may deliver class workshops to provide additional learning about specific disabilities. Our school's accessibility plan can be found on our website here.

Support for improving emotional and social development. (include pastoral support arrangements and listening to the views of parents and carers.)
We have a full-time Emotional Well-being and Behaviour Support Assistant, as well as a part-time Pupil Emotional Support and Behaviour Officer. All pupils are encouraged to seek support when needed. Some pupils, particularly those with identified SEND, may find it more challenging to access support independently. Staff are therefore vigilant in checking in with pupils regularly to ensure their emotional and social needs are being met. Pupils with identified social and emotional needs are supported through a range of interventions, including: • Weekly friendship groups • Social skills groups • Life skills groups Our Pupil Emotional Support and Behaviour Officer is trained in draw therapy and our Emotional Well-being and Behaviour Support Assistant is trained in delivering ELSA (Emotional Literacy Support) work. Parents/carers are consulted before any draw therapy sessions take place. These measures ensure that pupils receive timely and appropriate support to develop emotional resilience, social skills and well-being.

Working with other agencies

Advice may be sought from one or several external providers when considering whether a statutory assessment is required. Further details can be found in the Department for Education (DfE) SEND Code of Practice.

Where, despite the relevant and purposeful action taken by the school, a child continues to make less than expected progress or their needs cannot be met through the provision ordinarily available, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority.
The Local Authority will consider the evidence provided and decide whether an assessment is necessary.
Parents/carers can also request an assessment directly.

Throughout the assessment process, the local authority must gather the opinions of parents/carers, the school and other involved professionals. Following an EHC needs assessment, the local authority decides whether an Education, Health and Care Plan (EHCP) is appropriate for the child.
Pupils with or without a statutory assessment may also require support from other agencies. The school works closely with relevant agencies to ensure the best possible outcomes for all pupils.

We work with the following agencies, as appropriate:

- Educational Psychologists
- Speech and Language Therapy (SLT) Support Services
- CITE Outreach Services
- Early Communication Team (ECT) Outreach Service
- Steps to Success Outreach Service
- Sensory Outreach Service
- Occupational Therapy Service
- Physiotherapy Service
- Social Care Team
- Children's Centres
- CAMHS (Child and Adolescent Mental Health Services)
- SENDIASS / Parent Partnership
- School Nursing Team

The local authority offer and what we contribute as a school

Information on the local authority's offer can be accessed using the link below;

Hull SEND Local Offer

The Local Offer provides information about the services that children, young people and their families can expect from a range of local agencies, including education, health and social care. Accessing this information gives families more choice and control over the support that is right for their child.

The Local Offer includes information on:

- Special educational provision
- Health provision
- Social care provision
- Other educational provision
- Training provision
- Travel arrangements for children and young people to schools, colleges and early years education
- Preparing for adulthood, including housing, employment and leisure opportunities

Families can use the Local Offer to explore available services and make informed decisions about the support they require.

Complaints about SEND provision

We encourage parents/carers to raise any concerns about their child's SEND provision with the class teacher or SENDCo in the first instance. If concerns remain unresolved, parents/carers may contact the Headteacher.
Should parents/carers wish to make a formal complaint, they should follow the school's Complaints Policy, which is available on the school website. Parents/carers can also access independent advice and support through the local SENDIASS service.

For all complaints, please follow our HCAT procedure policy below:

HCAT Complaints Procedures Policy

Review Date: September 2027