



Local Offer

Reviewed/Last updated:	July 2021
Next Review Date:	July 2022
Review Frequency:	Annually
Last Reviewed By:	E Fletcher (SENCO)

MISSION STATEMENT

Belmont school aims to provide the best education continuous provision for boys aged 5-18. An educational journey with us follows a broad and rich curriculum that allows children to be aspirational whilst embracing their individuality and learning to manage their diagnosis of special educational needs.

We aim to enhance life experience and instil a desire to achieve



Our School at a glance...

- Independent Boys Day Special School
- 5-18 Years across the primary and secondary site
- Primary site – Peel Street, Cloughfold, BB4 7LJ
- Phone – 01706 222609 Email – primary.admin@belmont-school.co.uk
- Secondary site – Haslingden Road, Rawtenstall, BB4 6RX
- Phone – 01706 221043 Email – admin@belmont-school.co.uk

How does the school know when a young person needs extra help?

Belmont School is an Acorn Education and Care's Independent day special school for students between the ages of 5 -18 years. The staff at Belmont School have a proven record of accomplishment of successfully meeting a wide range of Social, Emotional and Mental Health needs. We are experienced in recognising and working with a wide range of additional challenges students face, including Autism, Asperger's, speech language and communication difficulties, dyslexia, dyspraxia, ADHD, and SpLD. The school prides itself on being able to offer an appropriate curriculum for students ranging in ability from those with Moderate Learning difficulties to those who are gifted and talented.

All students that attend Belmont School have an Education, Health and Care Plan, which identifies the school as the most appropriate provision for the young person. The Plan identifies the young person's primary and additional needs. These needs are reviewed annually, as a minimum this may be sooner if required, through the Annual Review of the Plan.

Belmont School follows the 4 step graduated approach to review SEN needs. The graduated process will assess pupil need, plan how to support this need, do (carry out the plan) and review the progress. This is an on-going process to ensure new or existing needs can be met and where required implement strategies/support.

A young person would need extra help if the graduated approach identifies they are not making progress within a specific area of learning or if their attitude and capacity to learn are hampered by additional needs. The process is monitored on a regular basis through a variety of ways including formative and summative assessments, observations and discussions. These are all embedded within the daily practice of Belmont School.

Pupils are tested in Literacy and Numeracy on an annual basis as part of our intervention identification process.

We offer interventions in group or individual formats and they can be 10, 20 or 45 minutes long and vary on frequency from once to a few times week dependant on need. Teachers monitor the impact and progression from these interventions and staff conferences are held to discuss these. This offers an opportunity for all the professionals involved with the staff to identify progress, concerns and needs to ensure we devise, plan, and implement it in the most conducive manner for learning.

Pupils' progress is rigorously tracked in all subjects and if any concerns are raised the graduated approach is used to address these. Standardised assessments are used to support class teacher assessments, where appropriate, and these are moderated across the group, year and school. There are national expectations for progress and achievement, which can help form the basis of a generalised age related expectation of progress. However, the most effective measure is judgement and observation from the specialist teaching staff at Belmont School of our pupils' performance across time in a range of situations and contexts.



Information about pupil progress are shared regularly with parents/careers formally through the Annual Review progress and informally through discussions when this is needed.

How will the school staff support my young person?

At Belmont School, the staff are experienced in supporting young people with a variety of needs. All young people at Belmont School have an Education, Health and Care Plan, which outlines their needs and recommends provision, resources, approaches and multi-agency involvement. The plan is broken down and shared with staff using our Pupil Passports.

These plans are drawn up by the school SENCo who works closely with all subject teachers, instructors, learning support assistants and curriculum leaders to ensure that the young person's needs are met and targets in their Passport are addressed and reviewed. The frequency of the support received will depend on their level of need. School staff will measure the impact of the support given to the young person and the progress they are making.

All students benefit from a trained pupil support worker in each class group to provide support with in the classroom setting; this is tailored to each pupil need.

Belmont school work closely with other professionals and external agencies wherever required to ensure that needs highlighted on the Education, Health and Care plan are met and progress can be demonstrated.

Belmont School have a proven track record of students making good or excellent progress over time, in line with national standards, and the majority of students leave school with a range of GCSE, Functional skills or vocational qualifications.

How will the curriculum be matched to my young person's needs?

At Belmont School young people access a broad and balanced curriculum. Belmont School Pupils may follow one particular pathway or have the opportunity to combine two or all the pathways to offer bespoke packages to meet the SEN needs of the pupils. The flightpaths are as below;

- GCSE flightpath for those at ARE or exceeding ARE expectations
- Vocational flightpath including Functional skills qualifications and vocational qualifications such as Motor Vehicles or Horticulture
- Alternative Provision Packages (which may involve higher levels of funding) to offer bespoke packages to meet social, emotional, behavioural and mental health needs

At Belmont School we offer a Multi-faceted sequential curriculum in order to maximise learning and offer a holistic approach. Our curriculum enhances academic, social and emotional learning and is devised to maximise progress whilst challenging and supporting our young people.

In Key Stage 3, pupils study English, Maths, ICT and Science as core subjects, with literacy and numeracy underpinning the whole curriculum. They also study Art, Humanities, Physical Education, Personal Health and Social Education, Horticulture Food skills and Design Technology.

In Key Stage 4, all pupils are offered the opportunity to take part in courses of study which lead to examination entry at a range of levels. All pupils have access to studying GCSEs (or relevant level of accreditation) in English, Maths, ICT and Science. There are also additional GCSE subjects that can be taken, including Art and Computing. We also have City and Guild qualifications in Horticulture, Motor Vehicles and Building and Construction.



Coverage of the curriculum content is planned for the year and broken down into half-termly units. Planning and adaptations are made on a regular basis, responding to the needs of pupils.

Belmont School recognises that young people are at different levels in their education and learn in a variety of ways. Class sizes range 4 – 9 and are supported with 2 pupil support workers on the primary site and 1 pupil support worker on the secondary site. As part of our practice, we offer opportunities for young people to learn in small peer groups, pair work and individual tasks to develop a variety of personal, social and communication skills whilst developing the academic abilities. We understand that learners learn at the own pace so we closely monitor progress and work is differentiated to meet the needs of individuals and groups of learners.

There is an expectation for young people to use the knowledge and skills they have acquired in a range of contexts and this drives our approach to learning with an emphasis upon modelling, practising and applying. We run interventions to enable students to make progress with their literacy and numeracy skills. We emphasise life skills throughout our curriculum. Whilst all pupils will have the opportunity to follow a course in vocational education studies, including careers and work experience, there is the option for some pupils to take part in a more vocationally based course offering a wider range of experiences in this area.

How will both you and I know how my young person is doing and how will you help me to support my young person's learning?

At Belmont School, all students have an Education, Health and Care plan, which outlines the needs of your child and recommends the provision, resources, approaches and multi-agency involvement required to meet those needs.

Again, Pupil Passports, annual/subject review documentations and staff conferences are tools used to break down the objectives into smaller targets to ensure progress is made. The information is discussed and shared with you during the annual review meetings. Each pupil is provided with a personalised target, which are displayed in his or her books/classrooms (dependant on setting) and are discussed with pupils. Parents/carers are invited to communicate with school whenever they deem necessary and are invited to attend annual reviews. During the annual review meetings, progress and attainment are discussed and specific targets are set, adjusted or renewed.

Pupil progress is mapped on a termly basis in all subjects and this is compared to predicted teacher-based targets and identifies whether there is any need for further support. This graduated approach ensures steady attainment and progression is made. Pupil progress reports are provided during annual reviews and regular parent/carers contact is maintained to report both success and any areas of concern. This helps to ensure a conducive process to learning and attainment.

What support will there be for my young person's overall well-being?

At Belmont School, we will endeavour to keep in close contact with you regarding a young person's overall wellbeing. Any work with multi-agencies is discussed with home and tailored to meet the young person's need.

Professionals from our hub service and external agencies include Speech and Language Therapy, Occupational Therapy, Art Psychotherapy, CAHMS, HYM, Social Care and Health support the work



of the school on a regular basis. These supporting agencies help pupils by providing 1:1 support, advising supporting strategies to Belmont School and offering a range of training services whenever necessary. Young people will not learn unless they are in an environment in which they feel safe, valued and secure. Teaching and support staff at Belmont School are aware of this and model behaviours, offer support and build positive relationships with young people. We, at Belmont School, understand that there are a range of influences upon a young person's learning and strive to overcome any barrier they present. Some young people have specific medical needs and staff have been trained to support them. We have staff who are able to administer medications and assigned key stage heads and form tutors if pupils need someone to talk to other than their pupil support worker.

A social, emotional and behavioural aspect of learning is taught every day and issues such as bullying, friendships, relationships, change and self-worth are highlighted. To support social development we have form time activities, group activities in the classroom setting and offer interventions such as Lego therapy.

To support emotional development we have Thrive practitioners on both the primary and secondary sites. Thrive is delivered in a variety of ways which in 1:1 session, small group sessions or through specific activities in form time, pastoral support or during well-being support time.

To support the behavioural development of pupils we follow a positive reward points system where pupils gain points from attitude, behaviour and achievement. Pupils can also gain bonus points for outstanding achievement, progress or contributions and this can be emotionally, socially or academic based. At the end of the week, young people can select activities as a reward based on the points they achieve.

What specialist services and expertise are available at or accessed by the school?

At Belmont School all staff receive regular training and development opportunities to advance their skills and knowledge in relation to overcoming barriers to young people's learning. The school can access specialist support for young people with Social, Emotional and Behavioural Difficulties, people with Learning Difficulties and young diagnosis of Autistic Spectrum Disorder.

At Belmont School, we have a SENCO team on both sites who plan and implement Pupil Passports. Within the first term of arriving at Belmont School young people are assessed in their Literacy and Numeracy skills and when required placed on an intervention program to bridge the gap and offer additional support. Differentiation underpins the delivery of learning in every classroom, with all teaching staff preparing specific materials and interventions where appropriate to ensure every child can access learning.

The school also has a dedicated family liaison officer whose responsibilities include supporting our pupils and families in maintaining attendance levels, supporting families who need extra support utilising partnerships with external agencies in multi-disciplinary areas. The family liaison officer is also, on the secondary site, the Deputy Safeguarding officer.

We can also make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service), Social Care and Occupational Health. We are mindful of the advice offered, have found guidance, and support from these professional partnerships invaluable.



What training are the staff supporting children and young people with SEND had or having?

The school SENCO's attends Local Authority briefings and training sessions to keep up to date with any legislative changes in SEN. All staff at Belmont School receive training to meet the needs of all the young people attending the sites.

This can include, but is not exclusive to, Dyslexia training, Epileptic training, ASD awareness training, ACE training, Thrive training, Motional training, PIVITOL MAPA intervention training, First AID and advice/training for pupil with ADHD.

Relevant staff receive regular and high quality training regarding safeguarding and all school staff receive refresher-safeguarding training on an annual basis.

How will my young person be included in the activities outside the classroom including school trips?

At Belmont School to ensure the safety and all necessary procedures are adhered too, we have trained Educational Visit Co-ordinators. Where possible, provision will be made for all pupils to access extra-curricular activities. We will also contact parents/carers for planned activities – other than the usual options and pastoral activities.

To enable of young people to access activities this involves specific risk assessments to be completed to identify any additional support needs your child may have to ensure full participation.

Trips and visits outside the normal school life are planned meticulously with special attention being paid to the appropriate nature of the trip for that particular group of young people. All trips and activities are planned with the intention of all people being included and reasonable adjustments will be made to the nature and specific of trips and activities to allow everyone to participate.

At Belmont School, we offer opportunities for some young people to partake in residential activities.

How accessible is the school environment?

The secondary site is split across three buildings, two of them being wheelchair accessible but unfortunately, we have a number of classrooms on upper floors that are only accessible via one or two flights of stairs that are not accessible to wheelchairs.

Where parents/carers do not have English as their first language appropriate support will be sought from the LA.

How will the school prepare and support my young person to join the school, transfer to college or the next stage of education and life?

At Belmont School, we work closely with parents/carers, young people and Local Authorities to ensure young people are offered provisions they need. You will be invited to have a look around the relevant school staff and meet senior staff. Your child will be invited to visit the school prior to starting at Belmont School.



We will contact previous schools, where possible, the young person has attended to gather information about their needs. We will also contact any specialist services required to support your child.

We develop transition plans for our year 6 pupils that are attending the secondary site in the summer term and they will spend the last two weeks based on the secondary site. This is to help alleviate anxieties and worries whilst building relationships with new staff and class groups before commencing at the secondary site in September.

Careers guidance and transition planning is an important part of the annual review process from Year 9 onwards. Belmont Secondary site offer careers meeting through an external agency that help identify and signpost suitable post-16 provision. The emphasis on individualised career pathways and learning flights ensure our 14-18 year old learners are able to gain experience in areas of interests whilst exploring their areas of strength to enable a strong pathway for post-16 provision to be identified.

Belmont School work closely with colleges and provisions to ensure the needs of pupils will continue to be met at their new provisions.

How are the school's resources allocated and matched to young people's special educational needs?

At Belmont School, all classes are equipped with ample resources to ensure the delivery of a broad and balanced curriculum. Our SENCO departments oversee intervention programmes, within the school that are delivered by specialists in that field, ensuring all pupils receive the additional support required both in the classroom and on a 1:1 basis.

Our pastoral or well-being support may also deliver interventions or assist pupils when needed.

The progress and attainment of our young people are tracked and where needed additional resources are sought and used.

Decisions about support are made in consultation with a child's parents and in response to recommendations made by professionals involved with the child. We aim to match the support to individual pupils and for the support to demonstrate fitness for purpose. The impact and effectiveness of support offered is regularly reviewed and monitored.

How are parents involved in the school? How can I be involved?

At Belmont School, parents/carers are encouraged to take an active part in their child's education and their input is valued and respected. We believe in working in partnership with parents and carers to achieve the best outcomes for a young person. We communicate regularly with parents/carers through telephone calls, texts, emails and face-to-face meetings. We also communicate with parents and carers via reports and annual reviews.

We are happy to offer individual appointments to discuss specific issues with you about your child's progress.



Whom can I contact for further information?

Executive Headteacher – Carole Austin
Head of School (Secondary) – Steve Pegrum
Head of School (Primary) – Marie Maynard