

# The Inclusion Post



This is our new termly newsletter with information on anything to do with Inclusion & SEND. It will include important dates, any relevant information and tips on how you can support your child at home with our useful focus on section.

## Meet the SENDCO

My name is Mrs Yendall and I am the SENDCO here at Belton. Remember my door is always open so please don't hesitate to get in touch using the contact details below.

In this issue I will be looking at some of the resources we use at school and highlight ant services that can be used to support at home. We will also be shining spotlight on Speech and Language.



## Contact Details

Please don't hesitate to contact me via the school office on

01530222304

or

[office@beltonprimary.org](mailto:office@beltonprimary.org)

**Is your child awaiting a pediatrician appointment?**

Have a look at the Right to Choose website

<https://www.psicon.co.uk/nhs/patients>

or ask your GP for more information.



### School Nurse Team - Healthy Together

<https://www.leicspart.nhs.uk/service/healthytogether/>

### NHS Autism Chat text messaging service

<https://www.leicspart.nhs.uk/autm-space/lpt-digital-services/chatautism-text-messaging-support-service/>

### SEN Advice & Support

<https://www.witherslackgroup.co.uk/advice-and-support/>

### Autism Space

<https://www.leicspart.nhs.uk/autism-space/lpt-digital-services/chatautism-text-messaging-support-service/>

# Literacy Gold

Supporting a child who finds reading and spelling difficult can be challenging, especially when progress feels slow. Literacy Gold is an online programme by our schools to help children who need extra support with literacy, including those with dyslexia.

The programme begins by identifying a child's current skills and then provides short, structured activities tailored to their needs. These focus on key areas such as reading, spelling, and phonics, and can be completed at a pace that suits each learner.

With a mix of listening and interactive tasks, Literacy Gold offers a different way for children to practise and build their skills. When learning feels manageable, children are more likely to experience success—helping to gradually build confidence as well as ability.

Talk to your child's class teacher or the SENDCO to find out more.

## Parent Network Group - Working Together

Are you interested in joining our new network group to work together to share ideas on inclusion & SEND at our school? Next half term we will be reviewing the information report.

Please contact the school office if interested.

## COFFEE MORNINGS

Please let me know if you would like another information coffee morning and the theme via the school office.

# Speech and Language Spotlight

Speech and language skills are an important part of every child's learning, communication, and wellbeing. Some children may need extra support to help them understand language, express themselves, or communicate clearly.

## What is the difference between speech and language?

- Speech is how we say sounds and words clearly so others can understand us.
- Language is how we understand and use words to communicate ideas, needs, feelings, and information.

Children can have difficulties with speech, language, or both. This may affect their confidence, friendships, learning, and participation in class activities.

## How can families support at home?

There are lots of simple ways to support speech and language development at home:

- Spend time talking together during everyday activities such as meals, shopping, or bedtime.
- Read stories regularly and talk about the pictures and characters.
- Give children extra time to respond to questions.
- Use simple, clear instructions.
- Encourage turn-taking in conversations and games.
- Repeat and model correct language naturally rather than asking children to "say it properly."
- Limit background noise where possible to help children focus on listening.
- Most importantly, praise children for their communication efforts and help build their confidence.

## Strategies we use in school

At school, we support speech and language development in a variety of ways, including:

- Using visual supports, pictures, and prompts
- Giving clear and simple instructions
- Breaking tasks into smaller steps
- Providing extra processing time
- Modelling good language and vocabulary
- Using repetition and routines to support understanding
- Encouraging speaking and listening through games and group activities
- Working closely with families and speech and language professionals where needed

We are committed to creating an inclusive environment where every child feels heard, understood, and supported to communicate successfully.

If you have any worries about your child please speak to your class teacher in the first instance.

Waiting for a Speech and Language appointment? Then have a look at some of the useful information below which have useful practical activities you can do to support your child at home.

<https://speechandlanguage.org.uk/help-for-families/ages-and-stages/>

<https://www.speech4schools.co.uk/newsletters>

<https://www.leicspart.nhs.uk/services/help-support-resources/?v=12927>

## SEN Flow Chart



# SEN Flow Chart

**1**

If there are concerns regarding the progress and development of your child, their class teacher will arrange a meeting with you.

Together, they will look at the strengths and needs of your child and where any adjustments needed to support and teaching that may be required.

The class teacher will put this into place and arrange a meeting with you again to review progress.

We have a school 'monitoring list' to ensure we keep a regular focus on children at Step 1.

**2**

Where challenges with progress and development continue, the class teacher and parents will meet with the SENCo.

#### Assess

We will undertake an in-depth assessment of your child's strengths and needs and determine whether more long term SEN provision is needed. If so, we then formally place the child on our SEN Register.

#### Plan

We will write a plan outlining the support your child needs both in class and any additional intervention that may be needed alongside specific targets we hope to enable your child to achieve.

#### Do

The class teacher will put the plan into place.

#### Review

Each term your class teacher will review the plan with you, looking at progress made and make further adjustments where needed to teaching and support.

**3**

The process of Assess - Plan - Do - Review will continue each term; you and your child will be involved at each stage.

Some children will make good progress on the SEN Register at this step (SEN Support) but will continue to need adjustments to teaching and some targeted SEN provision.

If your child makes good progress and it is felt they no longer require additional SEN provision to sustain good progress, we will decide with you whether to take them off the SEN Register and return to Step 1.

**4**

In some cases, we may need to call upon the expertise of specialists to help us deepen our understanding of a child's needs and to provide advice with adjustment to teaching and support. We will only do this with a parent's permission.

#### Specialists we may call upon:

Educational Psychologist  
Autism Outreach support worker  
Speech and Language therapist  
Occupational Therapist  
Mental Health support worker

We will incorporate their advice into the child's plan and continue with the Assess - Plan - Do - Review process.

In rare cases, where a child's needs are significant, complex and persistent requiring a high level of sustained and personalised SEN provision, we will discuss with parents whether to make an application to the local authority for an Education, Health and Care High Needs Assessment (EHCNA).

Achieving the Best Together

If you have any concerns about your child please speak to your child's class teacher in the first instance.