

Belton Church of England Primary School



Achieving the best together

Special Educational Needs, Disability and Inclusion Policy

Date	September2023
Reviewed	April 2024 November 2024
Review date	September2025

Vision Statement

Our vision is to create and enable an exciting and supportive environment so that all our learners will flourish both emotionally and educationally to ensure that they can be the best they can be and become responsible, confident individuals who are equipped for the future. We are committed to developing the full potential of all our school community by having high expectations and by creating a culture of positive endeavour underpinned by Christian values so that all can achieve.

Rationale

Belton Church of England Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, and disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school community.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an inclusive environment where all children can flourish and feel safe.

Belton C of E Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- children
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented (please refer to our gifted and talented policy for more details)
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Belton C of E Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

At Belton C of E Primary School, the Special Educational Needs Co-ordinator, known as SENDCo, is **Catrin Yendall**.

Contact details: 01530 222304 or email office@beltonleics.sch.uk

This policy can be accessed through the school website (<https://www.beltonleics.sch.uk/website>) or as paper copy, if requested, from the school office.

The Governor for SEND, Equal Opportunities and Educational Inclusion is **James White**.

Legislation and Guidance

This policy and information report is based on the statutory Department for Education and Department of Health (2015) Special educational needs and disability code of practice: 0 to 25 years. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning

difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Aims and Objectives of this policy:

- To work within the regulations of the Children and Families Act 2014 and Special Educational Needs and Disability Code of Practice: 0 to 25 years (from 1st September 2014)
- To do our best to ensure that the necessary provision is made for any pupil who has special educational needs taking cognition of the current legal definition of special educational provision
- To ensure that teachers, governors and support staff are aware of the importance of identifying and providing for, those pupils who have special educational needs, through a programme of appropriate training
- To work in partnership with parents and ensure that a good dialogue is maintained to promote the well-being and education of each individual.
- To provide access for all to the National Curriculum and other areas of the whole curriculum (e.g. visits, trips, etc.)
- To provide adequate support in a variety of areas as appropriate and within the school budget allocations
- To encourage pupils to be actively involved in their targets, assessment and progress reviews as appropriate to their age, maturity and ability
- To liaise with the LA and the governing bodies of other schools when it seems desirable in the interests of co-ordinated special needs provision in the area as a whole
- To review this policy and provision for special educational needs and to report annually to parents.
- General information about this School's special educational provision.

The SEND Co-ordinator is Catrin Yendall.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific

provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The Governor for SEND, Equal Opportunities and Educational Inclusion is James White.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support

and interventions, and how they can be linked to classroom teaching

- Working with the SENCo to review each pupil's progress and development, and decide on any changes to provision. Ensuring they follow this SEN policy.

Admission arrangements for pupils with SEND

Belton C of E Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be considered in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy and the Equality Act 2010.

The LA is the admitting authority for Belton Church of England Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

Allocation of resources to and amongst pupils with SEND

The school's delegated budget is allocated through the LA's LMS formula and is primarily based upon the basis of age weighted pupil numbers. The budget is considered on an annual basis and covers staffing, resources and assessments. The budget is monitored regularly throughout the year by the Head teacher and the finance committee to ensure that the allocation for SEND is:

- Being used for programmes for targeted children
- Targeted on the needs and priorities in the School Improvement Plan

Higher needs funding is to be used to support and meet the needs of the child to whom it is allocated, though this does not necessarily mean that it is used solely in one to one support.

The provision for children with SEND is monitored by:

- The Head Teacher
- The SENCo.
- The governor with particular interest in special needs and inclusion provision, currently James White.

Curriculum and assessment systems are monitored by:

- The Head Teacher
- Teaching Staff
- SEND Governor

Every child's programme is monitored according to government regulations. We do all that we can to ensure that parents can help us monitor the progress of their child.

However, the class teacher is the person primarily responsible for the education of all pupils in the class, especially those with Special Educational Needs and Disabilities.

The identification and assessment of pupils with SEND

At Belton, we recognise that there are no hard and fast categories of special educational need. Each child is unique and it is recognised that there is a wide spectrum of special educational needs that are frequently inter-related, although there are needs that fall into particular types of impairment. Children will have needs and requirements which fall into at least one of four areas, many children will have inter-related needs. These areas of need are:

Communication and Interaction

- May have speech sounds difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)

Cognition and Learning

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

Social, Emotional and Mental Health Difficulties

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

May include:-

- visual impairment (VI)
 - hearing impairment (HI)
 - multi-sensory impairment (MSI)
 - physical disability (PD)

We are keen to identify special educational needs and disability as early as possible so that appropriate intervention can begin. To this end, liaison with early year's settings is given high priority. Children already identified with SEND in the early years setting are identified and supported through a series of review meetings between the relevant parties/agencies and school.

Provision of resources can then be put into place in school before the child starts. In the term before children

begin school, a series of visits by parents and children takes place, which allows for parents to discuss their children's needs before they begin school.

Our school is committed to each pupil and their families and whilst we may be able to identify areas of special educational needs and make provisions to support children with these, we cannot provide or offer diagnoses. We will however, support families with this process, should it be required and work alongside other educational and / or healthcare professionals.

Once in school all formal assessments carried out by children are reviewed by both the class teacher and SENDCo to identify any children who may need extra support. These assessments take the form of baseline assessments in Reception, screening tasks for early, additional or further literacy support, SATs results and NFER results. Alongside these formal assessments, there are informal assessments carried out in all areas of the curriculum and any concerns that these highlight, are discussed with the SENDCO.

We feel that it is vital and in line with good practice that parents are informed and included in the identification and support of their child's special educational needs. As such, we seek to encourage parents to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision that is being made for them.

In addition, we feel that all children should be involved in making decisions, where possible, right from the start of their education. The ways that children are encouraged to participate should reflect their evolving maturity.

Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be secure and effective pupils during the school years.

At Belton, we encourage pupils to contribute individually to determining the direction of their learning and personal development:

- By involving them in setting personal targets
- Including their views in the review process and encouraging them to be involved in their own assessments and achievements
- Recognising and celebrating their own achievements
- Keeping them informed about the reasons for assessments and outcomes of any interventions involving them.
- Recording their views and using them to inform future programmes and provision as appropriate

Identification of pupils with special educational needs

At Belton, we follow the procedures set out in the Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years (2014) when a child has been identified as having special needs. It is expected that any response to a

child's special needs is graduated and in full recognition that there is a continuum of special needs.

The stages of assessment are:

- An expression of concern by a parent or a member of staff
- Reports from the pre-school setting if appropriate
- Observation and assessment by the class teacher and learning support assistants identify children who are not progressing satisfactorily in spite of quality first teaching and a differentiated learning environment
- An expression of concern is followed by a period of more formalised monitoring using a set pro-forma checklist, incorporating any available assessment data, work sampling, classroom observations etc. Look at the graduated response (see appendix)
- Discussion of assessments and data with the SENDCo who will give advice on strategies to help and possibly carry out additional assessments
- Continuing concern will lead to consideration to moving the child to Special Educational Needs support and a support plan being drawn up

The assessment information may be provided by:

- Parents
- Outside agencies
- Baseline assessment results
- Early Years Foundation Stage Profile (EYFSP)
- Progress measured against the level descriptors for the National Curriculum
- Progress moderated, standardised and tracked within school for literacy, maths and science.
- Teacher Assessment for year 2 SATs and assessment at the end of each school year based on National Curriculum descriptors
- Progress measured against the Pre- National curriculum descriptors.
- Small Steps Tracker monitoring for phonics and writing
- Standardised screening and assessment tools such as BPVS
- Observations of behavioural, emotional and social development
- An existing SEN plan, SENA assessment or Education, Health and Care plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs

In depth assessment will begin after the registration of concern that the child shows signs of having SEND, and evidence for this, by parent, teacher or another professional is presented. The SENDCo and class teacher will decide on the action needed to help the child's progress in the light of their earlier assessments. Different learning materials, special equipment, group support or staff development and training will then be put in place to introduce more effective strategies. In addition, one off or occasional advice on strategies may be sought from the LA or other agencies.

A pupil profile will be compiled with the pupil and their parents and all interested parties, this will allow parents to "say it once".

It will include:

1. Great things about the child
2. What's important to the child
3. What you need to know about the child
4. How to support the child.

Also, a support plan will be started which will help to identify adaptations and support strategies to the universal curriculum offer; measurable targets to aid progress. An Individual Education Plan (IEP) will be drawn up, which will allow progress to be more easily measured against the identified targets. IEPs will be reviewed at least termly. Parents and pupils are fully involved in this procedure as their role is seen as invaluable. Once an IEP is completed parents receive a copy alongside the pupil profile.

If a pupil's progress continues to cause concern, external agencies will be consulted to provide additional advice and assessment. Discussion with parents, the child, class teacher and SENDCo will determine which external support service would be most appropriate. If there are medical concerns a Single Point of Access (SPA) form will be completed by the SENDCo and the parents. Appointments and a written report are generally produced by the appropriate agency at this time and there are feedback opportunities for parents and pupils. Very occasionally there is a delay in being able to access the advice of an outside agency due to waiting lists and budget limitations and this is out of the control of the school. If this occurs a child will continue to receive appropriate provision until assessment can take place.

Request for Higher Needs Funding and/ or an Education Health and Care Plan (EHCP).

A request for statutory assessment will be made when a child has demonstrated significant cause for concern. Strategies and programmes implemented for the child will have continued for a reasonable period of time without success. (The term 'reasonable' usually refers to the duration of at least 2 reviews of the SEN support plan, although a high degree of flexibility is required.) A request for Higher Needs Funding and/ or an Education Health and Care plan (EHCP) will be led by the Head teacher, who together with the SENDCo and any outside agencies will provide written evidence and information that the child meets the criteria laid down by the LA. To support this, documentation on school-based strategies together with the advice and recommendations of outside agencies has to be provided.

This stage will be entered in response to:

- Referral by the school or another agency
- A formal request for an assessment by a parent.

The LA then considers the need for a Higher Needs Funding and/ or an Education Health and Care plan (EHCP) and, if appropriate, makes a multidisciplinary assessment.

This will happen when:

1. The LA conclude that all the special educational provision necessary to meet the pupil's needs cannot reasonably be provided within the resources normally available to mainstream schools in the area and/or
2. The LA concludes that they must determine all the pupil's provision to ensure continuing LA oversight of that provision.

All EHCPs are reviewed annually by the appropriate bodies, needs are assessed and future recommendations are made.

Funding Information

Early Intervention Funding (EIF)

Early Intervention Funding (EIF) is designed to enhance the educational experience of children by providing additional resources within their school setting. This funding allows schools to allocate dedicated hours for tailored support, enabling us to offer:

- One-on-One Support: Personalised assistance to address individual learning needs.
- Small-Group Interventions: Targeted sessions aimed at specific skills or challenges.
- ICT Support: Access to technology that facilitates learning and engagement.
- Visual Aids and Resources: Tools that enhance understanding and retention of information.
- Classroom Support: Additional help within the classroom to promote an inclusive learning environment.

By utilising EIF, we aim to create a supportive framework that empowers children to make meaningful progress in their education. This funding plays a crucial role in ensuring that every child receives the attention and resources they need to succeed.

Educational Health Care Plan (EHCP)

An Education and Health Care Plan (EHCP) is a legal document that outlines a child's special educational, health, and social care needs. It specifies the additional support required to address those needs and describes how this support will help the child achieve their personal goals and aspirations. EHCPs are intended for children whose special educational needs exceed the level of help typically provided in a mainstream education setting.

It is important to note that children who are able to thrive with support within our mainstream school environment are less frequently assessed for an EHCP. Furthermore, having a diagnosis such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), or dyslexia does not automatically indicate that a child requires an EHCP.

For every child with an EHCP enrolled in our school, an annual review is conducted to evaluate the outcomes outlined in the plan. Before this review, we allocate time for the child to share their thoughts on their education and specific needs. This feedback is then discussed with parents/carers, the Headteacher,

the SEND Strategic Lead, and any relevant external agencies, such as Speech and Language Therapy (SALT) and Autism Outreach.

If both the school and the parents/carers determine that a child requires a dyslexia assessment, and after careful monitoring of evidence and progress, parents/carers will be asked to contribute 50% of the total assessment cost. This contribution is necessary due to the lifelong nature of the dyslexia diagnosis and assessment process.

We are committed to ensuring that every child receives the support they need to succeed and thrive in their educational journey.

Managing Medical Condition

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Belton C of E Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises. (Please refer to the Supporting Pupils with Medical needs policy for further details.)

Inclusion Principles

All staff at Belton C of E Primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support and meet the pupil's needs within the school. While we expect all pupils to follow school rules we recognise that sometimes, due to a pupil's particular needs that there has to be a flexibility in approach and adaptation for the pupil to succeed in following them.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Inclusion projects, or links with special schools

We have links with Forest Way, Ashmount Special Schools and Oakfield further support and advice is sought from members of their staff as part of their outreach service.

Access to the Environment

Belton C of E Primary School is a single site school, on one level. Entrance to the building is through the main lobby, which has an accessible parking space and a ramp from the road to the pavement suitable for wheelchair access. Classrooms are accessed from the hall.

There is an adapted shower, toilet and changing facilities adjacent to the Foxes classroom (Year 1&2). There is an adapted toilet in the entrance lobby.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they

require.

Details of plans and targets on improving environmental access are contained in the Disability, Accessibility and Discrimination policy.

Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a balanced and broadly-based curriculum, and that the programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and teaching styles will be diverse in order to engage all learners.

Adaption takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, scaffolded or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate. Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the "hidden curriculum" and extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information

Printed materials are adapted so that children with literacy difficulties or visual impairments can access them, or children are paired with their peers or an adult for support.

Alternatives to paper and pencil are provided as is supported scribing or recording where appropriate, through peer/extra adult support.

A range of assessment procedures within lessons are used such as taping, role-play and drama, video, drawing to ensure that children with additional needs are able to demonstrate their achievement appropriately.

(Please also refer to the Accessibility Policy.)

Governor criteria for evaluating the success of education provided for pupils with SEND

At Belton, the standard of SEND provision is monitored and evaluated by the Head teacher and SEND governor who check that:

- Records by the SEND Co and other staff are accurate and up to date
- There is good evidence of monitoring of classroom practice by the school's headteacher
- Tracking of pupil data and test results takes place using standardized tests
- Monitoring of procedures and practice takes place
- Procedures for self-evaluation using the LA's document *Supporting School Effectiveness- Monitoring and Evaluating SEN* are in place
- Evidence from OFSTED inspection reports is good

- Evidence from the LA's audits is evaluated
- The school development plan takes account of relevant issues

The SEND governor and the SENDCo should meet regularly during the year and reports are made to the governing body on many of the above issues. In addition, the governing body are made aware of the deployment of the budget allocation for special needs in any one financial year. These reports form the basis of the SEND contribution in the Annual Governors report to parents.

Information about the schools staffing policies and policies with bodies beyond the school

The teaching and support staff at Belton are experienced in working with children who have a variety of special educational needs. In addition, training and support is provided in specific areas of special educational need when required. This is implemented by the attendance at externally provided courses or at school based in-service training, as outlined in the school development plan. Areas of training include:

- Autistic Spectrum disorders
- Writing IEPs
- Nut allergy awareness
- Supporting children with emotional and behavioural difficulties including attachment disorder
- Intervention training
- Visual impairment
- Mathematics and English training with aspects relating to SEND
- Children in Care- Looked after Children
- Spelling problems
- Specific learning difficulties.
- Speaking and listening training
- Introduction to Makaton
- Different methods of recording for children with writing difficulties
- Motor skills training, dyspraxia
- Handwriting group
- Emotional well-being support
- Lego Therapy
- Positive Handling

The Governing body's policy for SEND in-service training

The governors of Belton are committed to support and invest in the professional development of all staff. Funding from the budget devolved to the school is allocated to training every year according to the needs of individuals and the school as a whole. This is referred to in the school Development Plan and the Special Needs Action Plan.

School links with teachers and facilities outside the school

On occasions, it is necessary to seek specialist help and advice from outside the school to enhance the quality of education we provide. The permission of parents is usually sought before contact is made with any support services or voluntary agency. We have clear procedures for contact with the local support services. Such

contacts are always made through the Head or SENDCo and discussions will involve parents whenever possible.

The services we work with include:

- Educational Psychology Service
- Specialist Teaching Service to include Autism Outreach Service
- LA school improvement team
- Special Educational Needs Assessment Team (SENA)
- Speech and Language Services
- Occupational Therapy Services
- Voluntary Sector Organisations
- Down Syndrome Association
- Social services
- Local special schools

Representatives from the school attend care reviews and case conferences whenever possible. On the rare occasions when a representative from the school cannot attend such meetings, a written report will be provided.

Links with other schools

The school is part of the Be Skilled collaborative trust and the SENDCo meet and collaborate as necessary sharing expertise and resources. We also have strong links with the Shepshed family of schools. The SENDCo of all the schools meet termly over the year to discuss issues and enable the smooth transfer of pupils who have special educational needs.

At the end of Year 6 children transfer from Belton, the majority going to Iveshead School in Shepshed. Liaison between the two schools is good, and transition includes a number of visits by Iveshead School staff to Belton during Year 6 as well as a 2-day induction at the end of the summer term for the children. Additional visits are made for children who have specific needs in order to further facilitate transition. Parents are also able to visit the school to meet teachers and discuss their child's needs.

Children with SEN Plans or EHCPs will have their Annual Review brought forward to the autumn term of Year 6 and the High School SENDCo will be invited to attend. This will allow time for any special arrangements necessary to be made in good time for the child's transfer to the High School and to begin the transition process.

Arrangements for partnership with parents of children with SEND

We are committed to the development of close working relationships with parents and recognise the crucial nature of such relationships when supporting children with special needs. We fully support the right of all parents of children with special needs to be involved in assessment and decision-making.

As soon as a parent or teacher becomes aware that a child has special needs of a temporary or more permanent nature, the following procedures will begin:

- Parents' views will be sought and will be valued with those of professionals
- Parental permission is sought before contacting other agencies such as GPs and Child Health.
- Parents will be encouraged to recognise their responsibilities towards their child
- Parents are always invited to the reviews of programmes to give their views on progress and

new targets.

The pupil's voice

We are aware that all pupils have the right to be involved in decision making and encourage our pupils to become fully involved in reviewing their progress by giving them opportunities to discuss their views on their learning and education, by identifying their own needs and sharing in individual target setting and fostering self review.

Complaints

If a parent or carer has a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the SENDCo and or the Head teacher, who will try to resolve the matter and will be able to advise on formal procedures for complaint.

(please refer to the School Complaints Policy for further details.)

Statement of Equality

At Belton C of E Primary School, we actively seek to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

The responsibilities of the Governing Body

The statutory duties for meeting SEND remain within the Governing Body, irrespective of the fact that day to day management is delegated to the Head teacher and SENDCo. All governors understand their duty of care in relation to special education needs and disabilities.

The SEND Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example, accurate and up to date record keeping, including achievements, the number of review meetings, feedback- parent, pupils and staff and standards and progress of pupils with SEND.

SEND Graduated Support Provision

Stage of Support	School Support (Monitoring Children)	SEND Support (Specialist Support)	Support Plan	Education, Health and Care Plan
Nature of Support	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.
Criteria for placement	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice e.g. children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan
Moving on	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is a need for external support	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review	Child will remain at this stage whilst need remains subject to annual review.
Criteria for exiting	Child is making expected progress and attaining at the expected, or just below the expected standard for their age	When the child no longer needs specialist support they may be removed from SEND support or move back to 'In school Support' progress is as good	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.