

Reviewed September 2025

This policy complies with the statutory requirements laid out in the SEND code of Practice 0-25 (July 2015) and has been written with compliance with the guidance documents listed below:

* Equality Act 2010-DfE Feb 2013
* SEND code of practice 0-25 (July 2014)
* School SEND information reports regulations (2014)
* Statutory Guidance on supporting Pupils with Medical Conditions April 2014
* The National Curriculum in England Key Stage 1 and 2 Framework document September 2013 Teachers standards 2012
* Children and Families Act 2014.

This policy should be read in conjunction with all other school policies.

At Belton C of E Primary School the Special Educational Needs Co-ordinator is Mrs Catrin Yendall.

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**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 needsof 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.

# Aims and Objectives of this Policy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting

pupils’ individual needs.

The aims of SEN policy and practice in this school are:

* To reach high levels of achievement for all
* To be an inclusive school
* To meet individual needs through a wide range of provision
* To attain high levels of satisfaction and participation from pupils, parents and carers
* To share a common vision and understanding with all stakeholders
* To give transparent resourcing to SEN
* To provide curriculum access for all
* To work towards inclusion in partnership with other agencies and schools
* To achieve a level of staff expertise to meet pupil need

# Involvement of Pupils

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 determine 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

As a small school, we pride ourselves on knowing all our children very well. The close-knit nature of the team means that information about pupils is shared regularly and that progress and concerns are regularly discussed with both the Headteacher and the SENCO.

Our open-door policy, which we know parents value very highly, means that teachers meet regularly with them, raising awareness immediately about concerns (and successes).

# Definition of Special Educational Needs

# Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities, of a kind generally provided for children of the same age in schools within the area of the local educational authority.

A child with a social/behavioural difficulty which may act as a barrier to learning and progress also has a need that requires different or additional provision.

A child with a social/behavioural difficulty that impacts on the learning and progress of others in the same class.

The school does not regard a child as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA.

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the ‘whole child’ not just their special educational needs.

* 1. *Communication and Interaction*

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

* 1. *Cognition and Learning*

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

* 1. *Social, Mental and Emotional Health*

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

* 1. *Sensory and/or Physical Needs*

This includes children with sensory, multi-sensory and physical difficulties.

# Basic information about SEND provision at Belton CE Primary School

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 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 governing body of Belton CE Primary school will:

* + - Do its best to ensure that the necessary provision is made for any pupil who has SEND
		- Have regard to the code of practice for SEND when carrying out its duties, towards all pupils with special educational needs and disabilities.
		- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child, and that time is allocated to meet those parents and discuss the way forward.

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

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.

# Through our SEND policy we aim to:

* + - Provide the highest possible standard of education for all pupils
		- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
		- Ensure all pupils have every opportunity to achieve their full potential

# We will achieve this by:

* + - Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
		- Identifying those with special educational needs
		- Ensuring all class teachers are well trained and equipped to support different additional needs
		- Keeping up to date with research and best practice
		- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
		- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
		- Building capacity within the school to recognise and support a wide range of need on a day to day basis
		- Promoting children’s self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
		- Offering quality provision which meets needs, is value for money and leads to good outcomes.

**Admission arrangements for pupils with SEND**

Belton C. of E. Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LEA’s admissions policy. Under section 316 of the Education Act 1996, if a parent wishes to have their child with an EHC plan educated in a mainstream school, the LEA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

# Arrangements for identifying pupils with SEND and for determining and reviewing their needs

An initial concern about a child’s development may be raised by staff or parents. This may be a result of a child failing to make the expected progress, where there are no other circumstances that may explain this. This may have been picked up through regular (half termly) progress reviews or at any time when there is a concern. The school will then determine whether there is a learning difficulty, and may involve outside agencies such as the STS, Educational Psychology Service and Autism Outreach, to support assessments such as SPA or Spotlight. The school also uses services from outside of the county where appropriate and where access to support may be quicker.

Children with special educational needs are identified, and their needs reviewed, in accordance with the latest SEND Code of Practice. Parents are encouraged to contribute their knowledge and understanding of their child, and to raise any concerns that they may have about their child’s needs and the provision which is being made for them.

Belton C of E Primary School recognises that there is a continuum of special educational needs. Where pupils’ progress is not adequate, it will become necessary to take some additional or different action to enable the pupil to learn more effectively. Levels of action conform to the revised code of practice (Sept 2014).

See below flow chart for our needs



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

At Belton, we recognise that there are no hard and fast categories of special educational needs. 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)

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.

**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.

# Supporting Children and Families

We listen to the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child’s needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the LA website ([www.leics.gov.uk](http://www.leics.gov.uk/)) about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

# Early identification of children with SEND

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.

**Pre-school and Induction**

* + - Good communication with pre-school settings and transfer of information
		- Early contact and conversations with parents
		- Specially arranged visits where necessary to ensure happy and effective transition
		- Home visits and pre-school settings in the summer term prior to children starting school

EYFS

* + - Clear record keeping and monitoring of progress towards the ELGs
		- Termly reviews of progress considering chronological age of the pupil
		- Discussions with SENCO/HT/parents of concerns (with child where appropriate)

KS1

* + - Staged approach (See: How do we meet the needs of pupils with SEND)
		- Assess – plan – do – review cycle
		- The school creates a support plan for the child
		- Possible assessment by appropriate outside agencies
		- Child moves to SEND support register in the light of progress made KS1 and 2

KS2

* + - Clear record keeping and monitoring of progress towards milestones (formerly NC levels)
		- Termly reviews of progress
		- Use of standardised tests (Vernon, Hodder NFER DRA)
		- Discussions with SENCO/HT/parents and child of concerns
		- Staged approach (See: How do we meet the needs of pupils with SEND)
		- Assess – plan – do – review cycle
		- The school creates a support plan for the child
		- Possible assessment by appropriate outside agencies
		- Child moves to SEND support register in the light of progress made

# Provision for pupils with SEND

Arrangements for providing access for pupils with SEND to a balanced and broadly based Curriculum.

At Belton CofE Primary School we strive to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos; broad and balanced curriculum for all pupils; systems for early identification of barriers to learning and participation; high expectations and suitable targets for all children.

Work can be on a small group basis or one-one, targeting areas of weakness and building confidence with each child. Parents are updated regularly on support sessions and encouraged to meet to discuss outcomes.

Most classes have full time support from a TA who work with individuals or small groups on a daily basis, or who enable the class teacher to do so.

EYFS

* + - High quality first teaching
		- High ratio of adults to pupils (at least 1-8)
		- Advice and signposting for parents
		- Activities and advice for parents to support learning at home
		- Interventions to meet needs in language and communication, understanding of number, social and physical development

KS1

* + - High quality first teaching
		- Dyslexia friendly learning spaces
		- 1 to 1 support
		- Small group work
		- Paired/small group withdrawal
		- Peer support
		- Clear, small steps targets, understood by children
		- Advice and signposting for parents
		- Activities and advice for parents to support learning at home

KS2

* + - High quality first teaching
		- Dyslexia friendly learning spaces
		- 1 to 1 support
		- Small group work
		- Paired/small group withdrawal
		- Setting
		- Clear, realistic targets, increasingly identified by children
		- Advice and signposting for parents
		- Activities and advice for parents to support learning at home

# National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO will make the necessary arrangements in line with statutory guidance.

**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.

**Assessments for dyslexia**

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.

**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.

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

# Governors’ criteria for evaluating success of education provided for pupils with SEND

Pupils should make progress and reach their potential. Detailed data analysis is shared with the curriculum sub-committee, including the governor responsible for SEND, about the achievement of all groups of pupils.

# Arrangements for considering complaints about special educational provision from parents of pupils with SEND

Parents should initially contact the SEND co-ordinator or the Headteacher. If they do not feel their complaint has been addressed satisfactorily, they should contact the SEND governor. Parents may also contact the parent liaison officer at County Hall.

**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.

# Information about the school’s staffing policies and partnership with bodies beyond the school

* Arrangements made for staff to receive in-service training in SEND
* SEND awareness-raising and training issues are identified and prioritised within the school’s annual programme of continuing professional development as part of the school’s overall development plan.
* Our links through The BeSKiLD Trust also support professional development through exchange of good practice, peer observations and Coaching.

# Professional Development

The SENCO receives a programme of development through a local collaborative partnership group, which is cascaded as appropriate to staff. Training needs are identified on an annual basis.

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
* Different methods of recording for children with writing difficulties
* Motor skills training, dyspraxia
* Handwriting group
* Emotional well-being support
* Positive Handling

# Teachers and facilities outside school, including LEA support services

# 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.

We receive support from a variety of services outside school, including:

* Educational Psychology Service
* Service Specialist Teaching Service
* Oakfield
* Autism Outreach
* Speech and Language Service
* The School Nurse
* Service for the visually impaired
* Service for the hearing impaired

# Links with health and social services, education welfare services and voluntary organisations concerned with SEND

The school nurse is available through school for parents and children on request. Behaviour and Attendance Advisor

**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.

**Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Belton CE 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

**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.

# 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.

# Trips and Educational Visits

# To facilitate participation, we create tailored individual risk assessments where necessary, identifying and additional provisions required to support our children with SEND. We assess and implement appropriate measures to ensure that each child can fully participate and benefit from the school experience.

# How do we evaluate SEND provision?

The quality of our provision is measured by the outcomes of our pupils. Achievement of pupils on the SEND and vulnerable registers is monitored closely and provision amended to meet needs.

By making sure that all Parents feel welcome and are actively listened to regarding any SEND and concerns about their child, and instilling confidence by building effective Home school relationships and partnerships.

A governor helps the school monitor SEND provision, regular meetings are held to look at latest data and current provision.

SEND Co-ordinator: Mrs C Yendall August 2025

**SEND Graduated Support Provision**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage of Support** | **School Support (Monitoring Children)** | **Support Plan** | **SEND Support (Specialist Support)** | **Education, Health and Care Plan** |
| **Nature of Support** | Quality First Teaching/additional supportusing school’sresources | 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 may be advisory or direct input with the pupilIt may or may not require some level of funding from the school | 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 expectationMaking below expected progress | Insufficient progress is being made and standards are significantly below expectation.Child meets the criteria specified by the LA | 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 | 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 significant modifications/support are essential to access the curriculum. Termly review | Child will remain at this stage whilst there is a need for external support | 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 | If progress is such that significant modifications and support are no longer required to enable access to the curriculum. | 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 | 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. |