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**Statement of Intent**

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

**Signed by:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headteacher Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair of Governors Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Legal Framework**
   1. 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.
  1. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

• DfE (2020) ‘Special educational needs and disability code of practice: 0 to 25 years’

• DfE (2015) ‘Supporting pupils at school with medical conditions’

• DfE (2024) ‘Keeping children safe in education’

• DfE (2018) ‘Working Together to Safeguard Children’

• DfE (2018) ‘Mental health and wellbeing provision in schools’

• DfE (2022) ‘School Admissions Code’

* 1. This policy operates in conjunction with the following school policies:

• Admissions Policy

• Equal Opportunities Policy: Pupils

• Data Protection Policy

• Supporting Pupils with Medical Conditions Policy

• Child Protection and Safeguarding Policy

• Exclusion Policy

• Behavioural Policy

• Complaints Procedures Policy

• Accessibility Plan

1. **Identifying SEND**

Belton C of E has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

‘Less than expected progress’ will be characterised using the following stipulations:

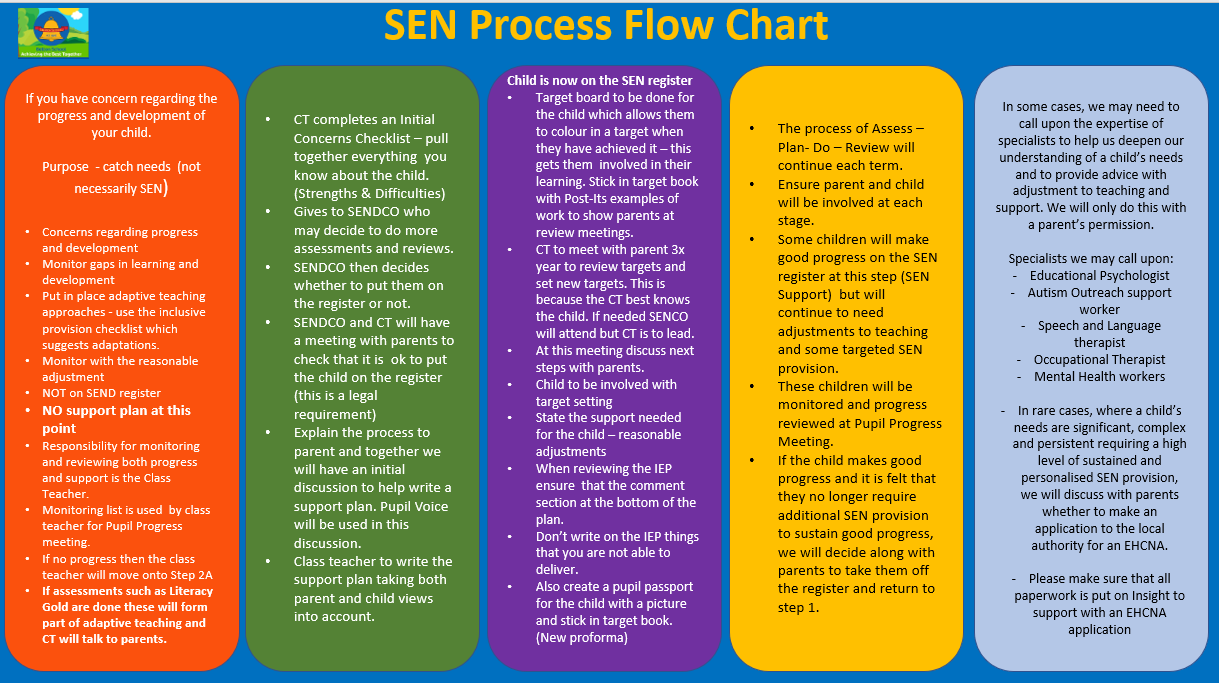
* Progress is significantly slower than the class average, from the same baseline
* Progress does not match or better the pupil’s previous rate of progress
* Progress fails to close the attainment gap within the class
* The attainment gap is widened by the plateauing of progress

At Belton C of E Primary, we:

* Use our best endeavours to make sure that pupils with SEND get the support they need.
* Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
* Designate a teacher to be responsible for coordinating SEND provision (the SENDCO)
* Inform parents when we are making special educational provision for their child.

We will outline and review:

* The implementation of our SEND Policy.
* Our arrangements for the admission of children with disabilities.
* The steps being taken to prevent children with disabilities from being treated less favourably than others.
* The facilities provided to enable access to the school for children with disabilities.
* Our Accessibility Plan, showing how we plan to improve access over time.



# Definitions

# 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.

Belton C of E 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.

**Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

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.

The school recognises that:

* Pupils with Autism Spectrum Disorder (ASD) and Pathological Demand Avoidance can have particular difficulties with social interaction.
* The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
* The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

**Cognition and Learning**

* Pupils with learning difficulties may require support – the school will offer learning support.
* The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.
* Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health (SEMH) difficulties**

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

* Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.
* The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn’t adversely affect other pupils.

**Sensory and/ or Physical Needs**

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

# Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

# Some conditions can be age-related and can fluctuate over time.

# A pupil with a disability is covered by the definition of SEND if they require special educational provision.

# Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

# A tendency to set fires

# A tendency to steal

# A tendency to commit physical or sexual abuse towards others

# Exhibitionism

# Voyeurism

# The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

# An example of difficulties that may be a cause of concern could include;

# *Reading: reading age one year below chronological age; standardised score of 87 or less in formal assessments; child finding age appropriate texts difficult to read and understand.*

# *Language: speech lacks structure and vocabulary is limited; reluctant to talk to peers or adults.*

# *Listening Skills: finds responding to instructions difficult and is unable to sit and listen for any period of time.*

# *Visual Skills: has difficulty interpreting visual information; discriminating between pictures/letters/words.*

# *Writing: child is unable to form letters clearly and show the application of phonic knowledge at Reception; use recognisable sentences at Year1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation.*

# *Spelling: assessed at 12 to 18 months below chronological age in Year 3 and above, or a standardised score of 87 or less.*

# *Maths skills: needing to work at a level below their chronological age in the National Expectation, and/or Standardised score 87 or below.*

# *Social skills: cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.*

# *Emotional mental health needs: acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class.*

# *Co-ordination skills: significantly delayed fine and gross motor skills; poor coordination in PE or movement.*

# *Personal organisation: significant difficulty in managing personal belongings and loses equipment on a regular basis.*

# *Medical: general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child’s learning.*

# Of overall importance when looking at identified needs will be how well the child has responded to well-founded action being taken to address their needs including curriculum modifications and adjustments to teaching as well as structured intervention support.

# Objectives

# The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

# To follow the graduated approach outlined in the DfE’s ‘Special educational needs and disability code of practice: 0 to 25 years’

# To monitor the progress of all pupils to aid the earliest possible identification of SEND using the Assess, plan, do, review model.

# Roles and Responsibilities

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
* Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
* 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
* Supporting teachers to draw up a one-page profile of a pupil with SEND.
* Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
* Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school’s Data Protection Policy.
* Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
* Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
* Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.

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.

# Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.

# Securing the special educational provision called for by a pupil’s SEND.

# Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.

# Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

# Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils.

# Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.

# Regularly monitoring the school’s policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.

# • Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.

# Appointing an individual governor or sub-committee to oversee the school’s arrangements for SEND.

# The headteacher (Joanna Scott) will be responsible for:

# Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.

# Ensuring that teachers monitor and review pupils’ progress during the academic year.

# Ensuring that the SENCO has sufficient time and resources to carry out their functions.

# Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

# Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school’s performance management arrangements.

# Ensuring that teachers understand the strategies to identify and support vulnerable pupils.

# Ensuring teachers have an established understanding of different types of SEND.

# Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

# Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.

# Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.

# Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.

# Identifying any patterns in the identification of SEND within the school and comparing these with national data.

# Ensuring that the SENCO is provided with training on an annual basis as appropriate.

# Teachers will be responsible for:

# Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

# Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.

# Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

# Ensuring every pupil with SEND is able to study the full national curriculum.

# Being accountable for the progress and development of the pupils in their class, using the assess, plan, do, review model.

# Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

# Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.

# Contributing to the one-page profile of pupils with SEND.

# Write support plans for children with SEND and meet with parents to update and review.

# Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

# Early years pupils with SEND

# All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

# The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

# The school will:

# Ensure that staff listen and understand when parents express concerns about their child’s development, as well as listening to any concerns raised by children themselves.

# Monitor and review the progress and development of all children throughout the early years.

# Use its best endeavours to make sure that a child with SEND gets the support they need.

# Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.

# Designate a teacher to be the SENCO.

# Provide information for parents on how it supports children with SEND.

# Prepare a report on the:

# Implementation of SEND policy and procedures.

# Arrangements for the admission of children with SEND.

# Steps being taken to prevent children with SEND from being treated less favourably than others.

# Facilities provided to enable access to the school for children with SEND.

# Accessibility plan showing how it plans to improve access over time.

# Inform parents when the school makes special educational provision for their child.

# Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the ‘assess, plan, do, review’ cycle.

# Children with specific circumstances

# LAC

# Pupils at Belton C of E who are being accommodated, or who have been taken into care, by the LA are legally defined as being ‘looked after’ by the LA.

# The school recognises that pupils that have SEND are more likely to be ‘looked after’, and it is likely that a significant proportion of them will have an EHC plan.

# The school has a designated member of staff for coordinating the support for LAC.

# Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

# Pupils with medical needs

# Pupils with medical needs will be provided with a Health Care Plan, compiled by the school, or the relevant health service lead, in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off as competent.

# Children who require daily medication – parents will be asked to sign the schools agreement and adhere to the guidelines laid out. Please see our supporting pupils with medical needs policy

# The school has an Intimate Care policy and any medical assistance required is discussed and recorded so that continuity and protocol is followed.

# Admissions

# 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.

# The school will ensure it meets its duties set under the ‘School Admissions Code’ by:

# Not refusing admission for a child that has named the school in their EHC plan.

# Considering applications from parents of children who have SEND but do not have an EHC plan.

# Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.

# Not refusing admission for a child who does not have an EHC plan.

# Adopting fair practices and arrangements in accordance with the ‘School Admissions Code’ for the admission of children without an EHC plan.

# Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

# Involvement of pupils and parents in decision-making

# The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child’s progress.

# Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO as necessary, will meet with the parents three times each year to discuss their progress and individual SENDP support Plan. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

# Focus on the pupil as an individual, not allowing their SEND to become a label.

# Be easy for pupils and their parents to understand by using clear, ordinary language

# and images, rather than professional jargon.

# Highlight the pupil’s strengths and capabilities.

# Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.

# Tailor support to the needs of the individual.

# Organise assessments to minimise demands on parents.

# Bring together relevant professionals to discuss and agree together the overall approach.

# Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil, as appropriate, in discussions surrounding how the school can best implement the plan’s provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil’s progress.

# Where necessary, the school will facilitate support from an advocate to ensure the parent’s views are heard and acknowledged.

# 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).

# 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.

1. **Joint commissioning, planning and delivery**

* Belton C of E Primary School is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.
* Belton C of E Primary School assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people’s wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
* Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.
* SEND support will be adapted and/or replaced depending on its effectiveness in achievingthe agreed outcomes.

1. **Funding**

* The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.
* Personal budgets are allocated from the LA’s high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.
* 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.

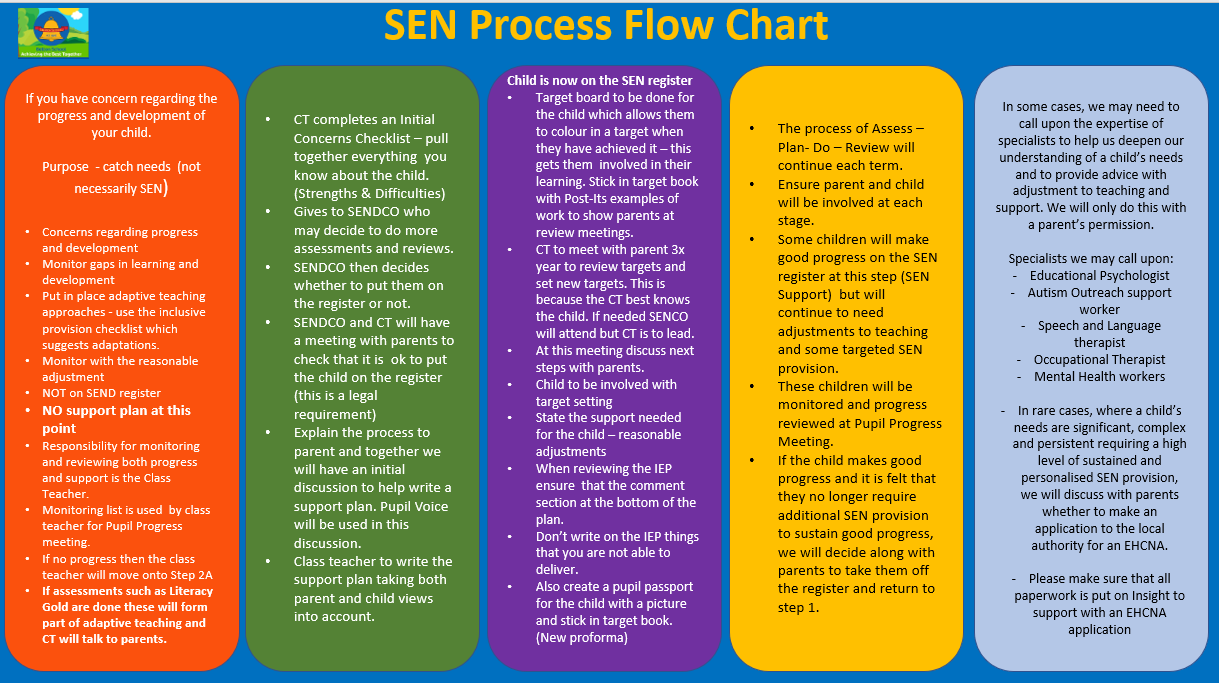
1. **Local Offer**

In the developing and reviewing the Local Offer the school will adopt the following approach:

* Collaborative: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer.
* Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils’ and parents’ needs. It will be well signposted and well publicised.
* Comprehensive: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
* Up-to-date: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

1. **SEN Process**



1. **Graduated Approach**

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil’s needs by:

* Establishing a clear assessment of the pupil’s needs.
* Planning, with the pupil’s parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
* Implementing the interventions, with the support of the SENCO.
* Reviewing the effectiveness of the interventions and making any necessary revisions.

1. **Assessment**

* The school will, in consultation with the pupil’s parents, request a statutory assessment of SEND where the pupil’s needs cannot be met through the resources normally available within the school.
* Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.
* The school will meet its duty to respond to any request for information relating to a statutory assessment within eight weeks of receipt.
* The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

* Base decisions on the insights of the pupil and their parents.
* Set pupils challenging targets.
* Track pupils’ progress towards these goals.
* Review additional or different provisions made for them.
* Promote positive personal and social development outcomes.
* Base approaches on the best possible evidence and ensure that they are having the required impact on progress.
* Detailed assessments will identify the full range of the individual’s needs, not just the primary need.
* Where possible, pupils’ needs will be defined under the ‘Special educational needs and disability code of practice: 0 to 25 years’ broad areas of need:
* Communication and interaction
* Cognition and learning
* Social, emotional and mental health difficulties
* Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

If both the school and the parents/carers determine that a child requires a dyslexia/ dyscalculia 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/ dyscalculia diagnosis and assessment process.

# 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.

**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.

**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

1. **Training**

* Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate.
* Training will cover both the mental and physical needs of pupils with SEND.
* The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
* Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.
* During staff induction, all staff will receive SEND training.
* Training will be provided to staff, specific to the role, and may include the following:
* Identifying SEND in pupils
* Liaising with the school’s SENCO
* Implementing support measures
* Monitoring the success of those support measures
* De-escalation techniques
* Restraining techniques (external training if required)
* First-quality teaching
* Reasonable adjustments and adaptive teaching
* Specific Needs such as dyscalculia/ dyslexia

1. **Promoting mental health & wellbeing**

* The school will implement a Social, Emotional and Mental Health (SEMH) Policy.
* The school will ensure that there is a focus on promoting pupils’ resilience, confidence and ability to learn in subjects across the curriculum.
* Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
* Specialist services will be available where a pupil requires such services.
* Where appropriate, the school will support parents in the management and development of their child.
* When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

* Supporting the pupil’s teacher, to help them manage the pupil’s behaviour.
* Additional educational one-to-one support for the pupil.
* An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
* ELSA
* The school will consider whether disruptive behavior is a manifestation of SEMH needs.
* The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behavior.

1. **EHC plans**

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

* Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
* Providing the LA with any school-specific information and evidence about the pupil’s profile and educational progress.
* Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil’s EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

Once a child has an EHCP plan Belton C of E Primary School will:-

* Ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil’s needs and that arrangements are in place to meet them.
* Ensure that all reasonable provisions will be taken by the school to provide a high standard of education.
* Ensure that staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
* Specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.
* Review each pupil’s EHC plan to ensure that it includes the statutory sections outlined in the ‘Special educational needs and disability code of practice: 0 to 25 years’, labelled separately from one another.
* The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.
* Information regarding a pupil’s EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.
* The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
* Where necessary, the school will provide support from an advocate to ensure the pupil’s views are heard and acknowledged.
* The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.
* The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received. (LA target)

1. **Reviewing the EHC plan**

The school will ensure that teachers monitor and review the pupil’s progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

* Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
* Ensure that the appropriate people are given at least two weeks’ notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
* Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and provide any information gathered to all those invited
* Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
* Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
* Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
* Prepare and send a report of the meeting as soon as possible after the meeting, setting out any recommendations and amendments to the EHC plan.
* Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
* Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
* Where necessary, provide support from an advocate to ensure the pupil’s views are heard and acknowledged.
* Where necessary, facilitate support from an advocate to ensure the parent’s views are heard and acknowledged.
* Review each pupil’s EHC plan to ensure that it includes the statutory sections outlined in the ‘Special educational needs and disability code of practice: 0 to 25 years’, labelled separately from one another.

If a pupil’s needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

1. **Safeguarding**

Belton C of E recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

* Have the potential to be disproportionately impacted by behaviours such as bullying.
* May face additional risks online, e.g. from online bullying, grooming and radicalisation.
* Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil’s condition without further exploration.
* These pupils being more prone to peer group isolation or bullying (including prejudice based bullying) than other pupils.
* The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
* Communication barriers and difficulties in managing or reporting these challenges.
* A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school’s Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school’s Physical Intervention Policy.

1. **Transferring between different phases of education**

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase. If a child in Year 6 has an EHCP these will be reviewed in early Autumn and where appropriate the secondary school SENDCo will be invited to attend.

The key transfers are as follows:

• Early years provider to school

• Primary school to secondary school

1. **SEND Tribunal**

* All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil’s education suffering.
* In all cases, the school’s written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.
* Following a parent’s serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
* Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
* Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.
* The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the ‘Special educational needs and disability code of practice: 0 to 25 years’.
* Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.
* If disagreements are not resolved at a local level, the case will be referred to the DfE.
* The school will fully cooperate with the LA by providing any evidence or information that is relevant.
* All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

1. **Supporting successful preparation for adulthood**

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

* Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
* Support pupils so that they are included in social groups and develop friendships.
* Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
* Engage with secondary schools, as necessary, to help plan for any transitions.

1. **Data and record keeping**

All information about pupils will be kept in accordance with the school’s Records Management Policy and Data Protection Policy.

The school’s records will:

* Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil’s time in the school, as well as its impact, e.g. through the use of provision maps.
* Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
* Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
* Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this

available to the LA and Ofsted.

1. **Confidentiality**

Belton C of E Primary will not disclose any EHC plan without the consent of the pupil’s parents, except

for specified purposes or in the interests of the pupil, such as disclosure:

* To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
* On the order of any court for any criminal proceedings.
* For the purposes of investigations of maladministration under the Local Government Act 1974.
* To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
* To Ofsted inspection teams as part of their inspections of schools and LAs.
* To any person in connection with the pupil’s application for students with disabilities allowance in advance of taking up a place in HE.
* To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.
* The school will adhere to the Pupil Confidentiality Policy at all times.

1. **Resolving Disagreement**

The school is committed to resolving disagreements between pupils, parents and the school.

In carrying out of duties, the school:

* Supports early resolution of disagreements at the local level.
* Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school’s Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

1. **Publishing Information**

The school will publish a parent friendly SEND Information Report on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the SENDCo and signed off by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the ‘Special educational needs and disabilities code of practice: 0 to 25 years’.

1. **Monitoring and Review**

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.

The policy is reviewed on an annual basis by the Headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy and new members of staff as part of their induction programme.

**SEND Co-ordinator: Mrs C Yendall September 2025**