



Special Educational Needs and Disabilities Policy (Belmore)

SEN Governor: Clive Lawn

SENCo: Catherine Harvey

Who was involved in creating the policy and how?	<p>This document is a statement of the aims, principles and strategies for pupils with Special Educational Needs and Disabilities.</p> <p>It was developed in 2015 in line with new Special Educational Needs and Disabilities (SEND) Reforms with consultation with Senior Leadership Teams, Teachers, Parents and Governors.</p> <p>This policy will be reviewed annually.</p>
Reference to the statutory assessment	<p>This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014)) and has been written with reference to the following guidance and documents:</p> <ul style="list-style-type: none">• Equality Act 2010: advice for schools DfE Feb 2013• SEND Code of Practice 0 – 25 (September 2014)• Schools SEN Information Report Regulations (2014)• Children and families Act 2014 <p><u>Other Middlesex Learning Partnership Trust policies/reports that are relevant include:</u></p> <ul style="list-style-type: none">• Special Educational Needs and Disabilities and Information Report• Behaviour and Anti-bullying(Belmore)• Child Protection Policy• Accessibility Plan• Supporting pupils with medical conditions Policy• Disability and Equality Policy• Borough Local Offer
Roles and Responsibilities	<p><u>Roles and Responsibilities</u></p> <p><u>Governing Body</u></p> <p>The statutory duties of the Governing Body are:</p> <ul style="list-style-type: none">• To secure the necessary provision for students with special educational needs• To ensure that the special educational needs of students are communicated to all teaching staff• Ensure that all teachers in the school are aware of the importance of identifying and providing for those students with special educational needs• Report annually to parents on their policy for students with special educational needs and identify how additional resources are allocated• Ensure that students join in the activities of the school together with those students who do not have special educational needs so far as that is reasonably practical

and compatible with the student receiving special educational provision, the efficient education of other students and the efficient use of resources

- To ensure parents are informed of a child's special educational needs where relevant

Designated Governor

The Designated Governor is elected annually by the Governing Body. He/she is an important link in the communication chain between the Special Educational Needs Co-ordinator and the Governing Body. The Designated Governor reports on matters relating to Special Educational Needs, the effectiveness of policy and practice in the school and future developments. The designated governor will be entitled to attend relevant training offered by the borough.

Belmore Primary Academy Designated Governor:- Clive Lawn

Headteacher

The Headteacher is responsible for meeting the needs of all students as outlined by the Governors in the SEN Policy and;

- Is directly responsible for referring a student to the LEA for Statutory Assessment on the advice of the Special Educational Needs Co-ordinator
- To ensure the school's SEND Information Report is accessible through the school's website or available to parents on request.

Belmore Primary Academy Headteacher:- Paul Bateman

Special Educational Needs Co-ordinator (SENCO)

The designated teacher is responsible for;

- The day to day operation of the school's SEN policy
- Preparing reports on individual students
- Preparing SEN provision map
- Taking the lead in managing provision for pupils with special educational needs.
- Updating and overseeing the records on students with special educational needs
- The production and distribution of Individual Education Plans
- Is required to convene Annual Reviews for students with Statements of Special Educational Needs/Education, Health and Care Plans

Belmore Primary Academy SENCO:- Catherine Harvey

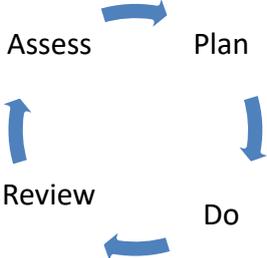
NASENCO Status: Completed

Member of SLT: Yes

Teaching Staff

All teachers have an overall responsibility to assist in the procedures for identifying students with special educational and to adapt the curriculum to allow access for all. They are also responsible for meeting with the TA on a regular basis to ensure that role is defined and planning shared. They need to take

	<p>ownership of the SEN information provided and use that information to plan their lessons and meet the needs of the individual students in their lessons.</p> <p><u>Inclusion Officer (Belmore)</u> To support the SENCO to ensure effective assessment, identification procedures and provision for children with potential SEND, primarily within Early Years and Foundation Stage. He/she will also provide support through the completion of relevant documents and paperwork and effective communication with outside agencies and parents.</p> <p><u>HLTAs/Teaching Assistants</u> HLTAs/Teaching Assistants can support particular students under the direction of the teacher and SENCO. They may offer general support to all students in a class. They may also offer interventions personalised to the individual students, attend training sessions, track particular groups of students, support in progress review meetings, meet regularly with the teachers they support and take part in any other relevant activity.</p> <p><u>Parents</u> All parents will have access to the school’s Special Educational Needs and Disabilities Information Report through the website or by requesting this through the school’s SENCO, which will inform parents of the provision for pupils with Special Educational Needs and Disabilities. Middlesex Learning Partnership will advise and support parents as soon as a special educational need has been identified. Parents will be encouraged to be fully involved in their child’s educational provision and to submit any evidence they consider relevant.</p> <p><u>Students</u> Middlesex Learning Partnership will establish the views of students on their special educational needs and the way in which they might be met. Students who are able to do so may submit their views directly and in other situations the interpretation of a student’s behaviour in different settings may provide a measure of the student’s preference.</p> <p><u>Borough</u> The borough is responsible for transferring Statements of Educational Need to the new Education Health and Care Plans as well as maintaining Statements of Special Educational Need until they are transferred. This is carried out in partnership with Middlesex Learning Partnership. Each borough has a responsibility to publish a Local Offer outlining provision and support for children with Special Educational Needs and Disabilities.</p>
<p>Our values and vision for SEND in our setting</p>	<p>Every school <i>‘must use their best endeavours to make sure that a child with special educational needs gets the support they need – this means</i></p>

	<p><i>doing everything they can to meet children and young people's special educational needs'.</i></p> <p>Everyone at Belmore is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life.</p> <p>Belmore Primary Academy believes in every student's right to curriculum access and provides for students with special educational needs in accordance with the following aims:</p> <ul style="list-style-type: none"> • Inclusion where possible – students with special educational needs will be educated with their peers. The school's policy of having high expectations for all students includes those students with special educational needs. • Equal Opportunities – students with special educational needs will be provided with appropriate extra support so that they can enjoy educational opportunities with their peers • Continuity and Progression – students with special educational needs will have continuity of support year to year in Belmore and with their transition to secondary school. <p>Underpinning all our provision in school is the graduated approach cycle:</p>  <p>All teachers are responsible for every child in their care, including those with special educational needs.</p>
<p>Definition of SEND including what it is not, and other factors that may affect progress and attainment</p>	<p>The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.</p> <p>Children make progress at different rates and have different ways in which they learn best. When planning lessons, your child's teacher will take account of this by looking carefully at how they organise their lessons, classroom, books and materials.</p> <p>Just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, this doesn't necessarily mean that your child has special educational needs.</p>

<p>Definition of SEND provision/SEND support</p>	<p>High quality first teaching is a priority for all pupils, including those with SEN. In addition, Belmore Primary Academy offers a wide range of targeted provision to support students with needs identified in the four areas:</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and mental health 4. Sensory and physical needs <p>Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.</p> <p>Support staff members are deployed based on need. Students with a statement of special educational needs or TA support identified in their EHC Plan are provided for as per the guidance in their documentation.</p> <p>Provision mapping allows further identification of SEND students to take part in personalised provision to achieve the best outcomes – this may be support in-class or could take the form of extra-curricular intervention.</p> <p>TAs are assigned in class support and targeted intervention groups based on their individual strengths, training and expertise.</p>
<p>Our Aims</p>	<p>The Middlesex Learning Partnership staff is committed to providing equal opportunities for all children. We firmly believe that all children are entitled to a broad and balanced curriculum. We are committed to the full integration of children with Special Educational Needs and Disabilities, and to educating them alongside their peers, wherever possible. This will be achieved through the delivery of a relevant and differentiated curriculum, thereby meeting each child’s abilities and needs.</p> <p>We recognise that addressing SEND is a whole trust responsibility.</p>
<p>Our approach to identification</p>	<p>At Belmore our primary aim is to provide intervention and support to children with a potential SEND, as early as possible. Where possible we closely work with children, their families and staff within a child’s Nursery to monitor children with a potential SEND, in order for effective transition, provision and intervention to be put in place as soon as possible.</p> <p>At Belmore we aim to support children with SEND as quickly and appropriately as possible. Initially this is done through discussion with parents during the school’s induction process. We could also make contact with a child’s previous school or nursery, through dialogue with TAs and teaching staff and/or assessments.</p> <p>Assess: How?</p>

	<p>This is dependent on the need of the child. We have a variety of assessment tools available as a school to assess a wide range of needs.</p> <p>Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life.</p> <p>Who? These assessments will be performed by either the class teacher or a qualified HLTA or staff members with expertise in the area of need identified. If necessary the relevant professional will be bought in to complete the assessment e.g. Educational Psychologist or Speech and Language Therapist.</p> <p>Plan: How? The results/strategies from the assessment, along with feedback from teachers, will inform the planning of the interventions and the setting of goals/targets.</p> <p>Who? SENCo, HLTA, TA responsible for facilitating the provision, the child and the child's family will be involved in the planning of the provision. Any relevant outside professionals will also be invited to contribute.</p> <p>Do: How? This is dependent on the planning. The provision may take place on a 1 to 1 basis, small group or in class. Alternatively it could be focused on developing the use of new technologies within the classroom to support the child in accessing the curriculum.</p> <p>Who? The Inclusion Team, teaching staff, support staff.</p> <p>Review: How? Assess progress based on initial baseline results and agreed targets</p> <p>Who? These assessments will be performed by either the class teacher or a qualified HLTA or staff members with expertise in the area of need identified. If necessary the relevant professional will be bought in to complete the assessment e.g. Educational Psychologist or Speech and Language Therapist.</p> <p>TA expertise and skill is maximised to its full potential through the implementation of the MITA recommendations:</p> <ol style="list-style-type: none"> 1. TAs should not be used as an informal teaching resource for low-attaining pupils
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	<ol style="list-style-type: none"> 2. Use TAs to add value to what teachers do, not replace them 3. Use TAs to help pupils develop independent learning skills and manage their own learning 4. Ensure TAs are fully prepared for their role in the classroom 5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions 6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction 7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.
<p>Our partnering approach to involving parents/carers</p>	<p>Involving parents and learners in the dialogue is central to our approach.</p> <p>We do this through having parent consultations at least two times a year. Parents/caregivers are encouraged to make an appointment to meet with appropriate members of staff when concerned or would like information about the progress and/or well-being of their child. Parents/caregivers are also invited in to meet with external agencies alongside school staff in order to inform and encourage an effective, 'joined up' approach in supporting a child with SEND. This also includes Annual Reviews for children with a Statement of Education or Education Health Care Plan.</p>
<p>Record Keeping, monitoring and data management</p>	<p>We record all the steps taken to meet children's special educational needs. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:</p> <ul style="list-style-type: none"> • Information from previous schools; • Information from parents; • Information on progress and behaviour; • Information about attainment levels, progress and additional support; • The child's own views of their needs; • Information from health/social services; • Information from other agencies. <p>It is important that information about a child's special educational needs is shared with all staff who work with the child, and that it is passed on from school to school as the child moves on.</p> <p>All pupils with identified SEND are listed on the SEND Register. The SEND Register is updated regularly, using the process above, and is distributed electronically to all members of the teaching staff.</p> <p>Summaries of pupils' SEND, recommendations for their support as well as brief records of support, are recorded on the school's electronic server.</p>

	<p>In addition, paper records in secure filing cabinets, containing detailed records of assessments, support, meetings with parents and consultations for each pupil on the SEND register.</p> <p>The SEND support register is a fluid document that responds to the needs of the students in Belmore. If progress is good and both parent and student wish to be removed then, post consultation with teachers, the student will be removed from the register. Alternatively parents with concerns about their child will discuss this, in the first instance with their form tutor who will then refer the concern to the SENCO. The graduated approach cycle will then begin and if necessary the student will be placed on the SEN support register.</p> <p>Belmore has a duty to make 'reasonable adjustments' to make sure SEND students are not discriminated against. These changes could include:</p> <ul style="list-style-type: none"> • changes to physical features - for example, creating a ramp so that students can enter a classroom • providing extra support and aids (such as specialist teachers or equipment) <p>However a child's placement at Belmore may have to be reconsidered where their needs conflict with the efficient education of other pupils and there are no reasonable steps we can take to prevent the incompatibility. (Equalities Act 2010)</p> <p><u>Provision and monitoring:</u></p> <p>Wave 1: Reasonable classroom adjustments/differentiation for pupils with recognised SEN.</p> <p>The main forms of intervention are:</p> <p>Reasonable adjustments and/or additional intervention by the teacher within the context of day-to-day classroom teaching.</p> <ul style="list-style-type: none"> • Small group interventions for pupils identified as needing support from screening tests, including small group support for literacy and maths <p>Progress is the crucial factor in determining the need for additional support. Good progress is that which:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrows the attainment gap between pupil and peers <input type="checkbox"/> Prevents the attainment gap widening <input type="checkbox"/> Is equivalent to that of peers starting from the same baseline but less than the majority of peers <input type="checkbox"/> Equals or improves upon the pupil's previous rate of progress <input type="checkbox"/> Ensures full curricular access <input type="checkbox"/> Shows an improvement in self-help and social or personal skills <input type="checkbox"/> Shows improvements in the pupil's behaviour <p>Unsatisfactory progress will be identified by the SENCO with the support of the Year Group Leaders through termly data analysis.</p>
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<p>Working with external partners</p>	<p>We work in close partnership with the borough and commission a number of services from them to support students at Belmore. Dependent on the need we commission the behaviour support team, visual and hearing impairment team and the speech and language team. We also commission an Educational Psychologist to meet the assessment needs of our students and to offer strategies to staff.</p>
<p>Supporting Transition</p>	<p>Our approach to transition be it 'in house', new arrivals and/or moving on to secondary school is:</p> <ul style="list-style-type: none"> • Close liaison with parents • Liaison with staff from previous class/school • Liaison with staff from new setting • Review of any documentation • Transition programme developed with all relevant people
<p>Pupils with medical conditions</p>	<p>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.</p> <p>Some pupils may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.</p>
<p>Safeguarding</p>	<p>Please refer to the whole school Safeguarding policy</p>
<p>Requesting EHC needs assessment</p>	<p>Where SEND is identified as more acute, the school with the parents support or a parent independently may request that the local authority carry out an Education, Health and Care Assessment.</p> <p>Step one A child's parent, young person, or school may request that a local authority carries out an education, health and care needs assessment (EHC assessment).</p> <p>Step two The LA must decide whether an assessment is necessary. They must do this through consultation and examination of the evidence.</p> <p>Step three The LA must inform the child's parent or young person about their decision and reasons within a maximum of six weeks.</p> <p>Step four</p>

	<p>The EHC assessment should be completed according to the principles of coordination and integration of services and agencies. Parents and young people should be central to the assessment process. Assessment and planning should be an ongoing process. Agencies must share information according to agreed principles. To complete the assessment they should seek the advice of relevant professionals, including:</p> <ul style="list-style-type: none"> • the headteacher • psychological advice • advice from social care professionals • any other advice. <p>Step five The LA should decide from the EHC assessment whether an EHC plan is necessary. The LA must notify the parents or young person of their right to appeal to the SEND Tribunal if it is decided that an EHC plan is not necessary.</p> <p>Step six The LA prepares an EHC plan. This should include the following:</p> <ul style="list-style-type: none"> • A focus on outcomes: short term outcomes and longer term aspirations. Outcomes need to be specific, measurable, achievable and time bound. • Specific interventions that will make a difference towards securing the agreed outcomes. • Support for key transition points. • How informal support such as family and community can be used to achieve agreed outcomes. <p>Step seven The LA sends a draft EHC plan to the child's parents or the young person and they have at least 15 days to give their views.</p> <p>Step eight The LA must inform the headteacher and must arrange the special educational provision and may arrange the social care provision specified in the plan. Clinical commissioning groups must arrange the health services specified in the plan.</p> <p>Step nine LAs must arrange for a review of the plan at least annually. The child and child's parents or young person must be invited and given at least two weeks' notice. The meeting must focus on progress towards outcomes. When it is a year of transfer, the review and amendments must be completed by 15th February.</p> <p>Education, Health and Care Plans The content of the EHC plan should include:</p> <ul style="list-style-type: none"> • the views, interests and aspirations of the child and their parents or young person • the child's SEND • the outcome sought
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	<ul style="list-style-type: none"> • the special educational provision required, where provision is to be delivered through a direct payment, the needs and outcomes to be met by the payment • any health and social care provision • any additional provision • the name of the school: the LA must consult with the governing body or proprietor. <p>Personal budgets</p> <p>A personal budget is an amount of money identified by the LA to deliver some of the provision in the EHC plan. Details of the personal budget should be set out clearly within an EHC plan.</p> <p>There are three options for parents:</p> <ol style="list-style-type: none"> 1. Notional arrangements: the LA retains the funds but the parent/ young person directs its use. 2. Third party arrangements: funds are paid to an individual or another organisation on behalf of the parent/ young person (i.e. the school) 3. Direct payments: individuals receive the cash to purchase services themselves
Complaint Process	<p>If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the SENCO. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's headteacher and the schools governor responsible for SEND.</p> <p>The school in consultation with parents may ask the borough to conduct a statutory assessment (EHC Plan) of the student at any time. Parents may also do this independently. The borough must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a plan is not necessary. The borough will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.</p> <p>If the LA starts statutory assessment, but decides at the end of that process not to draw up a statement of SEN for the child the parents again have the right to appeal to the SEN Tribunal.</p>
SEN Information report	Please refer to a copy of the School Information Report
To be read in conjunction with:	<ul style="list-style-type: none"> • Special Educational Needs and Disabilities and Information Report • Behaviour and Anti-bullying Policies(Belmore) • Child Protection Policy • Equality and Accessibility Plan • Supporting pupils with medical conditions Policy

	<ul style="list-style-type: none">• Local Authority Local Offer
Appendix	<ul style="list-style-type: none">• School Local Offer

Local Offer

How Belmore Primary Academy supports children with Special

Appendix: Educational Needs and/or Disabilities

Question	Response
How does the Belmore Primary Academy know if my child needs extra help?	<ul style="list-style-type: none"> • Parents notify us as part of the School Induction process • Information is passed on from previous school • Regular analysis of children’s progress • Discussions with parents when concerns arise
What should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> • Make an appointment to meet with the class teacher. The class teacher will liaise with the school’s Special Needs Coordinator and if necessary arrange for a meeting to discuss further.
How will Belmore Primary Academy support my child?	<ul style="list-style-type: none"> • The first priority is to ensure that all children are receiving First Quality Teaching within the class that is differentiated to meet the needs of all pupils. • Additional resources, training and support from the school’s Special Needs Coordinator will be provided in order to meet the needs of children with additional needs. • A range of interventions are run to provide additional support outside of class lessons to meet the specific needs of the children where a concern has been identified. • Parents will be informed of any concerns and additional in class support/intervention that is being put in place. • A child on the SEN register will have a provision map which will outline specific targets and the intervention/support that child will be receiving. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the Special Needs Coordinator (SENCO).
How will both you and I know how my child is doing?	<ul style="list-style-type: none"> • Progress data is collected and analysed at least termly. Children with SEND are highlighted in data analysis to monitor progress.

	<ul style="list-style-type: none"> • Individualised provision maps will be reviewed termly to monitor progress on set targets. • All interventions are monitored for impact and outcomes are defined at the start of any intervention which will show if the intervention is meeting your child's need.
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> ▪ We will arrange a meeting with you if we have any concerns or suggestions on how you can help us to help your child with their learning. • Parents are encouraged to chat with the class teacher during 'soft start' if further ideas and advice is wanted on how to support your child's learning, or if necessary a meeting time arranged. • Annual reports and Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. • Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. • If you require further support our school's Pastoral Manager may be able to provide this for you, or assist you in gaining access to appropriate agencies.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Regular curriculum activities, assemblies and lessons in Personal, Social, Health and Citizenship and Social and Emotional Aspects of Learning (SEAL) • Additional support from Learning Mentors can be arranged as needed for individual children; a tailored plan may be put in place for pupils with the highest need. • Attendance is monitored daily to support families to prevent unauthorised absence. • Our Behaviour Policy includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. • Relevant staff are trained to support medical needs. We have a medical policy in place.

	<ul style="list-style-type: none"> • Pupils' views are sought through school council and other forums. • Pupils are encouraged to apply for leadership roles throughout the school such as Head boy and girl, prefects and House Captains.
<p>What specialist services and expertise are available at or accessed by Belmore Primary Academy?</p>	<ul style="list-style-type: none"> • Educational outside agencies include: Educational Psychology (EPS); Outreach Services, including ASD; Specialist Resource Provisions at other settings, Special Educational Needs Consultants and Education Welfare Office (EWO). • Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS) other health professionals. • Community based support agencies include: Belmore Children's Centre, Social Services, Special Educational Needs and Disabilities Information and Advice Service (SENDIAS formerly Parent Partnership) and Community Police
<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> ▪ Time and money is regularly invested in training our staff to improve provision for all students. ▪ Our Special Educational Needs Co-ordinator (SENCo) is qualified and is an experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas. ▪ All staff members, including TA, HLTAs and SMSAs receive training to best support our pupils with SEND, for example in dyslexia, Autism, Social, Emotional and Behavioural difficulties and speech and language needs.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> ▪ The school promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. ▪ Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any

	additional needs; if appropriate parents/carers are consulted and involved in planning.
How accessible is the school's environment?	<ul style="list-style-type: none"> ▪ We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. ▪ Our school makes use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.
How will the school prepare and support my child to join Belmore Primary Academy?	<ul style="list-style-type: none"> ▪ We have an Induction programme in place for welcoming all new learners to our school. ▪ When necessary we will contact a new child's previous school to gain further information in order to provide appropriate support promptly.

How will Belmore support my child's transfer to Secondary School?	<ul style="list-style-type: none"> ▪ We have very good relationships with our feeder settings ▪ Information is shared to support pupils' learning and well-being at transition ▪ Enhanced transition programmes are developed for identified children that may require additional support.
How are Belmore Primary Academy's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> ▪ Finances are monitored and audited regularly. ▪ Resources are utilised to support the strategic aims of our setting as well as individual learner needs. ▪ Interventions are costed and evaluated to ensure a 'value for money' service

<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> ▪ It is an expectation that all children receive Quality First Teaching within the class that meets children’s needs. ▪ Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. ▪ The SENCo oversees all additional support and regularly shares updates with the SEN Governor.
<p>How are parents involved at Belmore Primary Academy?</p> <p>How can I be involved?</p>	<ul style="list-style-type: none"> ▪ Belmore Primary Academy strives to work in partnership with parents to support each child/young person’s well-being, learning needs, progress and aspirations. ▪ Belmore Primary Academy has an open-door policy to allow parents to contact their child’s class teacher with ease. ▪ Parents are invited to become involved in school-life through a number of means such as ‘soft start’ each morning, ongoing invitations to school events throughout the year, volunteering, consultations and completing parent view surveys. ▪ Parent workshops and/or in class visits to model our approaches to learning in various subjects, giving parents the confidence to support their child’s learning at home. ▪ Our Governing Body includes Parent Governors/representatives.
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child’s class teacher. • For students with SEND, further information and support can be obtained from the SENCo, Miss Harvey.