



MIDDLESEX
LEARNING
PARTNERSHIP

SPECIAL EDUCATION NEEDS AND DISABILITIES POLICY

BELMORE PRIMARY

APPROVED BY: TRUST BOARD

DATE: October 2023

NEXT REVIEW DUE BY: October 2024

SEND Governor: Liz Horrigan **SENDCo:** Ajay Gohil

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into the next stage of education
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Belmore Primary Academy has the above vision for all within our community.

Our vision for children with Special Educational Needs and/or Disability (SEND) is no different.

At Belmore Primary Academy we believe that children with Special Educational Needs and/or Disability should be identified and appropriately supported in order for them to thrive in all aspects of their lives, prioritising the well-being of the child being at the 'heart' of our practice.



We believe that together, Governors, the Senior Leadership Team, teachers, teaching assistants, support staff, peers and parents within the school community are responsible for ensuring that children with Special Educational Needs and/or Disability reach their fullest potential.

It is through a commitment to work together with those within our school community, and other relevant external agencies, that we ensure that our children receive the best provision to be able to successfully fully participate in all aspects of school life.

Our whole school vision and effective practice ensures that having a Special Educational Need and/or Disability is not a barrier to any child 'achieving their very best'



3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND

- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Ajay Gohil.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Head of School and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Head of School and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head of School, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Head of School, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Head of School and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board and where applicable the board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to support the school to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Make sure the school publishes information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Make sure the school publishes information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is Liz Horrigan.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- › Work with the Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Head of School

The Head of School will:

- › Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy and the SEN information report
- › Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a

special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS & Edukey, and will be made accessible to staff in the necessary formats including pupil passport / education & health care plan/ individual education plan / school-based support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- External support and guidance e.g. LA/Trust reviews

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head of School and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

Details regarding the schools [admission arrangements](#) for pupils with SEN or a disability, and your [Accessibility & Equality](#) can be found on the school website. Please see an overview of the SEN Specific criteria below.

11.1 Admission arrangements

Full details of our admissions criteria for pupils can be found in our [Admissions policy](#) on the school website:

- From 2023-24 policy

- 3.3 Exceptional Admissions 3.3.1 The Governing Body will admit to the school children that have an Educational Health Care Plan with Belmore Primary Academy being the school named on the statement. Such admissions will normally be within the standard number of 90.
- 4.2 Admission Limit 4.2.1 Belmore's Admission Limit has been set at 90, which has been determined by the DfE for calculating the numbers of pupils that can be accommodated at the school, and is accepted by the strategic planning authority.
- 4.2.2 The Governing Body will not be prepared to admit more pupils than we have places for into Reception, except in so far as criterion 3.3 or 4.2.3 applies
- 4.2.3 4.3 Special Educational Needs 4.3.1 The school will admit children with statements where that is the wish of the parents and the local authority administering the statement. In such cases the school will ensure, in co-operation with the relevant local authority which has the legal responsibility to provide the funding, that the children receive the support specified in their statement and will seek specialist help in meeting those children needs where the required skills and facilities are not available within the school.
- Fair Access Protocol: We participate in Hillingdon's Fair Access Protocol. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a school place in-year, get access to a school place as quickly as possible.

11.2 Accessibility arrangements

- Details of our accessibility arrangements can be found in our [Accessibility & Equality](#) plan on the school website.
- This will detail the steps taken to prevent disabled pupils from being treated less favorably than other pupils and the facilities we provide to help disabled pupils access school, including the provision of auxiliary aids and services
- It also covers:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

2. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO and then if still not resolves the Head of School in the first instance. They will be handled in line with the school's [complaints policy](#) which is also available on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please click the following link to visit [Hillingdon's disagreement resolution and mediation services](#). You can request mediation by contacting 0330 113 0005.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Local Governing Body **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Belmore Local Offer/SEND Information Report

How Belmore Primary Academy supports children with Special Educational Needs and/or Disabilities

Appendix:

<u>Question</u>	<u>Response</u>
<p>How does the Belmore Primary Academy know if my child needs extra help?</p>	<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
<p>What should I do if I think my child may have special educational needs?</p>	<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.
<p>How will Belmore Primary Academy support my child?</p>	<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 (SENDCO).
<p>How will both you and I know how my child is doing?</p>	<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. • 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 contact their child's class teacher 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.

	<ul style="list-style-type: none"> • 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 as well and Relationships Education • 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. • 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 Participation Officer. • 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); Physio-therapy (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 (SENDCo) 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 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
How is the decision made about what type and how much support my child will receive?	<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 SENDCo oversees all additional support and regularly shares updates with the SEN Governor.
How are parents involved at Belmore Primary Academy? How can I be involved?	<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 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.
Who can I contact for further information?	<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 SENDCo,