

SEN Policy and Information Report



Belton Lane
Primary School

Approved by:	Belton Lane Primary School Governing Body	Date: February 2021
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1. Aims

At Belton Lane Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced and creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Who is responsible for meeting the needs of children with SEND?

At Belton Lane Primary School, our Special Educational Needs Coordinator (SENDCO) is responsible for managing our setting's response to the provision we make for children with SEND and supporting all other staff in delivering quality provision.

Miss M Webster is our school's SENDCO. She holds the Accredited National Award for SEN Co-ordination (NASENCo) and can be contacted at any time through the school office. She, along with the SLT and governing body (**Mr Cooper SEND governor**) ensure that Belton Lane Primary School SEND policy works within the guidelines and inclusion policies of the Special Educational Needs and Disabilities (SEND) Code of Practice (2014), the Local Education Authority and other policies current within the school.

What does the policy aim to achieve?

We believe all children are entitled to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs and affords them the opportunity to achieve carefully considered outcomes, both in the long and short term. Our whole school approach is to set high expectations for every child and we enable each child to develop their self-reliance and self-esteem by fostering a warm and caring atmosphere.

What are our objectives?

- To provide early identification and provision for pupils who have special educational needs and disabilities
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities
- To provide support and advice for all staff working with children who may have special educational needs and disabilities
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education
- To ensure pupils with special educational needs and disabilities are able to contribute to their own learning by being actively encouraged to voice their opinions of their own needs and wishes

The responsibility for developing and implementing the policy rests with the SENDCO, SLT and governing body.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfES Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014 and The Early Years Foundation Stage (EYFS) framework document 2014
- Working Together to Safeguard Children (2013)
- Reasonable adjustments for disabled pupils (2012)
- In embracing the principles underlying the 0-25 SEND Code of practice, this policy has been created and co-produced by the school's SENDCo with the SEN Governor in liaison with the SLT and other school staff.

3. Definitions

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

They have a learning difficulty or disability if they have:

- a) A significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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 needs are described by the Special Education Needs Code of Practice as falling into four areas. These are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.

It is estimated that between 15% and 17% of children have special education needs at some time in their school life and 3% of those may require extra provision, previously through a Statement of Special Educational Need, but from September 2014 through an EHCP (Educational Health Care Plan).

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.

Children must not be regarded 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.

There are a number of different circumstances which may lead to the suggestion of special educational needs.

- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with a concern that they have about your child's progress, or with a specific difficulty.

Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss M Webster

She will:

- a) Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- b) 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 EHCP's.
- c) 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.
- d) Advise on the graduated approach to providing SEN support.
- e) Consult with the Head Teacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- h) Work with the Head Teacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- i) Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor will:

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

4.3 The Head Teacher

The Head Teacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- o) The progress and development of every pupil in their class
- p) Providing high quality teaching for all pupils and additional provision to meet the needs of children with SEND.
- q) Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- r) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- s) Ensuring they follow this SEN policy.

5.SEN information report

5.1 What should I do if I think my child has special educational needs?

1 Contact your child's teacher

2 Together you will decide a plan of action

3 The Special Needs Co-ordinator (SENDCO) will be informed and if appropriate the child will be placed on the school's Special Needs register

4 Targets may be put together or outside agencies approached for advice and support.

5.2 How will the school respond to my concern?

1. A further meeting may take place with or without the SENDCo.
2. A Target Tracker will be created to include specific targets or a Health Care Plan will be created to respond to the medical needs of the child.
3. The plan will be shared with pupil, parents and supporting adults.
4. The targets will be reviewed regularly and reported to parents 3 times a year.
5. Support advice and assessment may be requested from external agencies to support the school in the event of a child making insufficient progress.

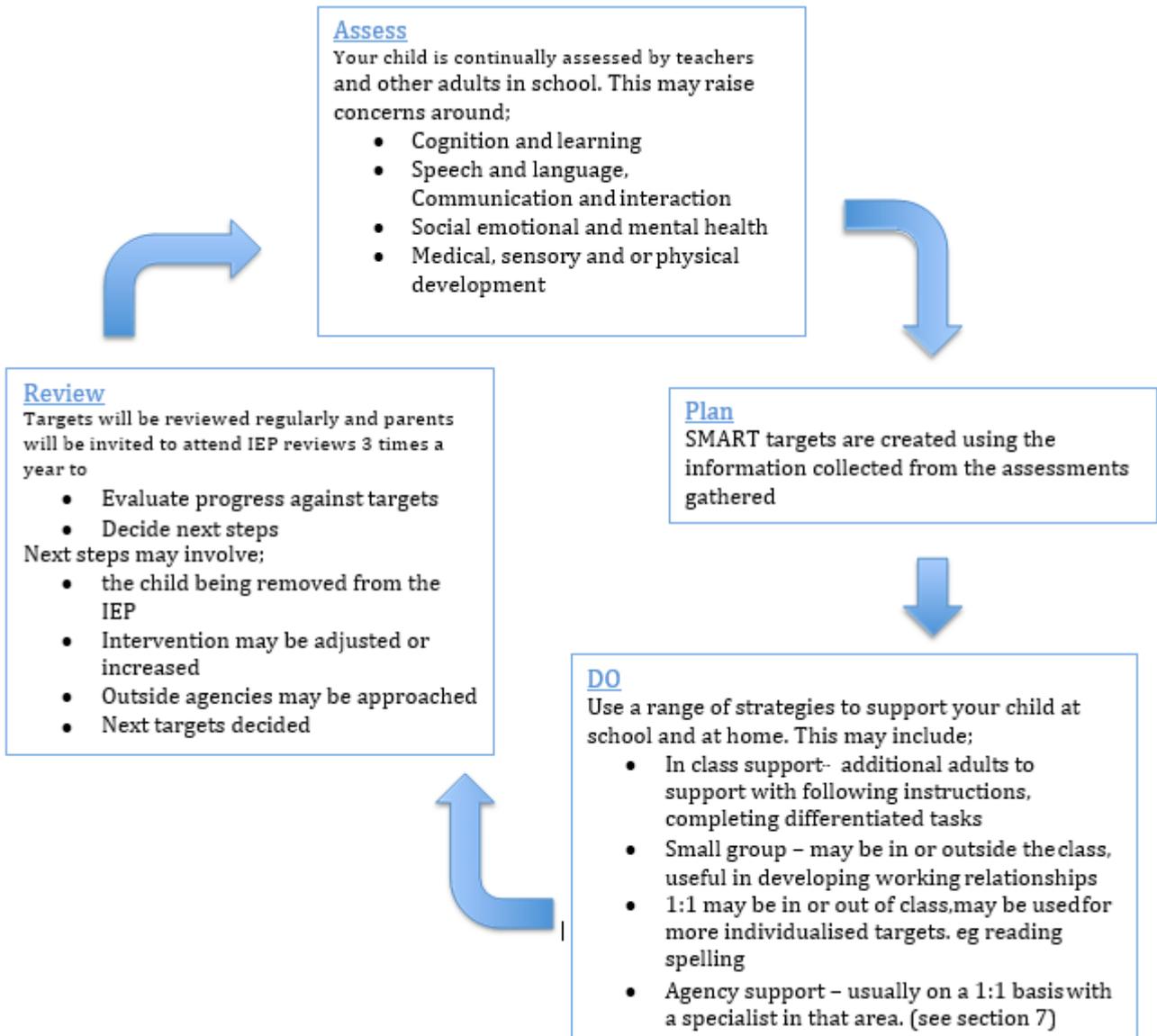
5.3 How will the school decide if my child needs extra support?

Your child will have a Target Tracker and/or Health Care Plan and their progress monitored by the SENDCo and class teacher.

Any other adult in the school may also identify a concern and raise this with class teachers, SENDCo or the Head Teacher who will then discuss this concern with parents.

5.4 What will the school do to support my child?

Your child will have a Target Tracker and/or Health Care Plan and their progress will be monitored by the SENDCo and class teacher. Support may be provided by teaching assistants, other teachers or supporting adults from agencies for example speech and language therapists. The graduated approach will be adopted.



This process is managed by the Headteacher, SENDCo and SEND governor.

Here are some examples of interventions that the school may offer your child;

Cognition and learning	Literacy – Phonics interventions in small groups - Tell programme, Word Wasp, Toe by toe, Beat Dyslexia, Paired Reading, Precision Teaching... Maths – Focused groups with TAs, Pre/Post Learning.
Language and Communication	Colourful Semantics, Specific SALT programmes
Personal, social and mental health	ELSA programmes
Physical needs	Sensory Circuits, Coloured overlays for visual acuity issues, physiotherapy etc.

5.6 Who will support my child in school?

Who?	How?
<ul style="list-style-type: none">• Class Teacher	<ul style="list-style-type: none">• Monitoring progress• Setting targets• Ensuring intervention is set and monitored
<ul style="list-style-type: none">• SENDCo	<ul style="list-style-type: none">• Support target setting• Monitoring effectiveness of intervention groups• Completing referrals to outside agencies• Leading review meetings and completes relevant paperwork
<ul style="list-style-type: none">• Teaching Assistants	<ul style="list-style-type: none">• Day to Day support within class and sometimes outside the class• May provide specific interventions
<ul style="list-style-type: none">• Lead Behaviour and Pupil Support Officer	<ul style="list-style-type: none">• May lead on social and emotional support• Supports where poor attendance is an issue• Supports families in difficult circumstances
<ul style="list-style-type: none">• Midday Supervisors	<ul style="list-style-type: none">• May raise concerns around children's behaviours, attitudes and well being• possibly support children in playground games and behaviours
<ul style="list-style-type: none">• Other professionals	<ul style="list-style-type: none">• See section 7 for detailed list
<ul style="list-style-type: none">• SEND Governor	<ul style="list-style-type: none">• Evaluates SEND across the school and reports to the Governing Body

5.7 What training and experience do staff have for the additional support of my child's needs?

Designated Person for Child Protection	Mr J Mason and Mrs S Alexander
Individual staff in school have received the following training:	
Counselling	Paired Reading
First Call Speech and Language	Colourful Semantics
First Move	Safeguarding
Type 1 Diabetes	First Aid
TAC	Managing Behaviour in School
Shine	Epi-Pen
Epilepsy	Tier 1 – Autistic Spectrum Disorder

5.8 Who else might be involved with supporting my child?

At times it may be necessary to consult with outside agencies to receive their specialist advice. The school works in partnership with the following professionals:

Agency	Time in school	Support available	Age of children
Educational Psychologist	As required	Assessment of learning, personal social and emotional needs Observation Target setting Support/advice for teachers	All ages
Specialist Teacher Learning support	½ a day per week	Assessment of learning difficulties	From 6 years 6 months although possibly working with younger Children
Speech and Language Therapists	As required	Assessment of speech and language difficulties	Up to 7 but also KS2 when required
Specialist Nurse	As required	Advice and training for teachers, parents and other adults in school regarding specific illness or disability eg. Diabetes	All ages
Autism outreach (WTT)	As required	Support for children with Autism	All ages

We also make referrals to; community paediatricians, child and adult mental health services (CAMHs), GPs, family workers, social services etc.

5.9 What support will there be for my child's social and emotional well-being?

Pastoral and Social Support

- Teachers, teaching assistants learning mentor and midday supervisors build up strong relationship with children to support their emotional needs.
- All incidents are communicated to the relevant members of staff and recorded, if necessary.
- All child protection issues will be reported to the Designated Senior Person for Child Protection
- We have a clear behaviour and Anti-bullying policy used by all staff
- Interventions for Social and emotional development are planned in KS1 and KS2 through a values based approach to assemblies and other activities appropriate to groups of children within the school.
- In class, we have class rules, circle time opportunities, school council representatives and ambassadors.

Medical needs

If your child has specific medical needs, please contact the school office and all the relevant adults will be invited to attend a meeting with you so that appropriate plans can be put in place.

If needed, a Health Care Plan can be created to inform all staff of the specific support needed for your child.

If your child requires ongoing medication, please contact the school Office and complete a medicine administration form.

5.10 How will my child be involved and be able to contribute their views?

Target Tracker Reviews	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well and what support they think they may need next.
Continuity of Staff	As much as possible, your child will be supported by the same adults so they can develop an effective working relationship.
Pupil View	Children will have regular informal conversations with those delivering the interventions and their class teacher to obtain their opinion of the intervention and their progress.

5.11 How will the curriculum be matched to my child's needs?

If your child has SEN they may require support that is 'additional to and different from' the rest of the class. This does not necessarily mean that they need to be taught outside the classroom. It can simply mean that teachers need to ensure they use a wide range of different strategies to support your child's learning.

Differentiation of tasks/work Work changed to suit the ability of more or less able children	Using ICT to support Apps/games etc. to help develop basic skills	Using speaking and listening activities Working with a talk partner to provide support in activities. Other activities that involve discussion and verbal rehearsal to help structure thinking/learning	Using thinking skills Making links between learning in different contexts
Use of concrete Apparatus Practical activities in maths to support Learning	Adapting the learning environment Positioning of children on the carpet, in groupings on tables near an adult or near some learning prompts	Using ICT to record Using computers or tablet computers as an alternative to Writing	Use of visual Prompts Visual timetables story boards, working walls/displays can be Useful
Variety of groupings Ability groups to support each other in learning	Use of prior learning Sharing key learning points from the last lesson to deepen learning	Curriculum focus days Immersive learning in a focus topic such as Science week	Outdoor active learning Practical learning outside the classroom giving a real context/purpose to learning

5.12 What opportunities will there be to discuss my child's achievements and how will I know they are progressing well?

Your child's class teacher will always try to find an opportunity to talk to you at an appropriate time. If a longer meeting is required, you may need to arrange this in advance with your child's class teacher or through the school office.

Opportunities for feedback include:

Assessment or observation feedback	Agencies working with your child feedback and discuss the outcomes of a report or observation with parents/carers and SENDCO	As appropriate to the outcomes of the assessment or observation and the wishes of the SENDCO and parents/carers
Parents Evenings/Reports	If your child's targets directly relate to the classroom e.g. behaviour, attention, organisation then these may be discussed during parent consultations	Three times per academic year
General teacher feedback	If your child's teacher has a specific feedback e.g. to celebrate success or to discuss any concerns this will happen as and when the need arises	Depends on the needs of the child
Home school communication	All children have a home/school diary. Sometimes these are used to reflect children's behaviour or accomplishments with daily sticker charts or comments	Depends on the needs of the child

5.13 How does the school know how well my child is doing?

We carefully track all of our children's progress across each term using data recorded on the school's tracking system. This data reflects regular assessments and observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us identify the specific areas needing support and provide advice on how best to move your child's learning forward. These include:

- Teacher assessments
- National Curriculum tests
- ~~P scales (PIVATs) – Steps in learning before the National Curriculum for children in Year 1 and above~~
- Early learning goals – for children working within the **E**foundation Stage
- Reading and Spelling Age assessments
- Standardised assessments made by specialist teacher or Educational Psychologist give us a clearer picture of strengths and areas needing developing.
- Assessment for learning including good quality questioning, marking and feedback continually sets targets for your child and asks them to assess themselves against given success criteria.
- Individual targets in a personal plan
- If after continued support from school and outside agencies your child does not make sufficient progress it may be necessary to apply to the Local Authority for and

Educational Health_eCare Plan. At this point the educational, medical and social needs of your child will be considered.

5.14 How will my child be involved with activities outside the classroom including school trips?

Activities and school trips are available to all children

We carry out risk assessments before any educational visit and ensure all children can access the learning available. Sometimes we will increase the supervision available or ask parents to help on these trips if we feel this will overcome any barrier to a child's attending an activity.

All extra-curricular clubs are inclusive and staff leading these sessions will be aware of all children's additional needs.

5.15 How accessible is the school environment?

Facilities we have at present include;

- Wide doors and corridors
- A lift between floors
- Disabled toilets with winch
- Ramps on raised doorways

We are happy to discuss individual access requirements.

5.16 How will the school prepare and support my child as they join the school?

A smooth transition into the school is very important to us.

From nursery setting to Belton Lane

- School EYFS staff visit setting to meet your child and talk to staff.
- We collect relevant paperwork or information about your child.
- A meeting to inform parents is held in school so that you can meet the Head Teacher and EYFS staff.
- We have opportunities for your child to make visits to the school before they start school. This will vary according to their need.
- If necessary, you will be invited to a meeting to meet the school SENDCo and [Lead Behaviour and Pupil Support Officer](#), ~~parent partnership co-ordinator~~ along with any agencies that are working with your child to discuss their needs and how to best manage these needs in school.
- Sometimes we may have whole school training in preparation for your child's attendance in school.

Transition from class to class will involve meetings ~~between~~with class teachers (and [the SENDCo](#), where necessary). Children will visit their new class teacher in their new classroom for a day, at the very least, and sometimes for a number of weeks. We have parent consultations early in the first half term to discuss how your child has settled in their new class.

Children in Key Stage 1 or Key Stage 2 transferring to Belton Lane.

Sometimes children join the school part way through the year in these circumstances we would meet with parents, show them around the school, ask the children to come to look around the school and where necessary have a meeting with parents and outside agencies to decide the best way for the school to manage the needs of your child.

5.17 How will the school support and prepare my child for transfer to secondary school?

Transfer to secondary school can be extremely daunting for some children. We try to manage this by ensuring children have the level of support that is appropriate to their needs. We may do any of the following;

- Meet the child's next year tutor/class teacher/Head Teacher.
- Make a series of visits to the secondary school with your child.
- Complete transition booklets.
- A member of our school staff may possibly attend moving up day with your child.
- Secondary SENDCO invited to SEN review at end of [Y6.5](#)
- Support parents in deciding appropriate secondary setting.

5.18 How will I be involved in supporting my child?

Practical ways to support a child's development in school and at home will be discussed with parents. Little, often and fun is the best approach. We often give parents:

- Ideas for games for developing memory, spelling, maths.
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, listening to your child read.
- Specific agency advice – could be games, organisational structures (visual timetables etc), behaviour management strategies.
- Letters to support referrals [to community Paediatricians.to Paediatricians](#)
- Meetings and conversations with your child's teacher(s).
- School will signpost you to specific services/agencies.

5.19 How can I access support for my family?

Information on the support services available can be found on the Local Authority website at the following address:

www.lincolnshire.gov.uk/childcare-and-family-support/special-educational-needs-and-disabilities/send-local-offer/

For any further information contact

Mr J Mason - Head Teacher

Miss M Webster ~~iss Dickson~~ - SENDCo,

Mrs S Alexander – ~~Parent Partnership Co-ordinator~~ [Lead Behaviour and Pupil Support Officer](#)

6 Links with other policies and documents

This policy links to our policies on:

- a) Accessibility plan
- b) Behaviour
- c) Equality information and objectives

7 Glossary of SEND Acronyms and abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AR	Annual Review
ASC/ASD	Autism Spectrum Condition/Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
CoP	Code of Practice
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
EWO	Educational Welfare Officer
FAS	Fetal Alcohol Syndrome
GLD	Global Learning Delay
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SLT	School Leadership Team
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visually Impaired

