

Policy on Special Educational Needs (SEN)



Special Educational Need Policy

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School 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 2013 Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims

At Belvoirdale Primary School we are committed to using our best endeavors to provide an appropriate and high quality education for **all** children, which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

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Objectives

To achieve this aim we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways, which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEN.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long-term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions, which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The head teacher, SENCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014).

Identification of Special Educational Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular

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where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take. At Belvoirdale Primary School the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Bring a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need, which the school would work with parents to identify.

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The graduated approach to SEN support

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will discuss initial concerns with the SENCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend a meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEN record at 'SEN Support'. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEN.

Working together the SENCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. Staff with sufficient skills and knowledge will deliver this. This SEN support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of a child.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

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The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed, is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child **Examples of specialist agencies used by and that are available to be used by the school**

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists Occupational therapists and physiotherapists

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEN budget and will be monitored by the SENCo and head teacher.

Where pupils are made subject to a Statement of SEN or and EHC plan, the school will work in close partnership with any specialist agencies named on the plan to provide support and specialist advice.

The LA SEN Support Plan and Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting a LA SEN Support Plan *or* Education, Health and Care assessment from the Local Authority as appropriate. To inform this decision, the SENCo will have close regard to the local authority's criteria for funding through an SEN Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire's Local Offer web site along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about the process and how they are involved in it.

Leicestershire's Local Offer can be found at:

http://www.leicestershire.gov.uk/index/children_families/family/local_offer.htm

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Removing pupils from the SEN register

In consultation with parents, the child will be considered for removal from the SEN register where he / she has made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and SEN Support is no longer required to ensure this progress is sustained.

Supporting parents/carers of children with SEN

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- The SENCo will be available for meeting by appointment through the school office or by email.
- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers/SENCO will invite parents of pupils with SEN in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may part of or in addition to parents' evening meetings and may be supported by the SENCo.
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEN Information Report and the SEND policy. A paper copy will

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be made available to parents on request and will be available on the school website:

- <http://www.belvoirdale.org>
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Making use of media such as email to contact parents and for parents to contact school in line with the school's Communication Policy.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

Supporting pupil voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCo and / or SEN Governor, considering adjustments to keep in the light of analysis.

Supporting pupils at school with medical conditions

At Belvoirdale Primary School we recognise 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.

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Some 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 where the SEN Code of Practice (2014) is followed. Arrangements in place in school to support pupils at school with medical conditions are detailed with the school's policy for supporting pupils with Medical Conditions

Monitoring and evaluation of SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEN, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant RAISEonline data as part of the Governing body's process of monitoring the effectiveness of the school's SEN Policy.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends SENCo Network meetings in order to keep up to date with local and national updates in SEND.

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Funding for SEN and allocation of resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula, which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also make use of Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of the Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the head teacher and class teachers, the SENCOs will map the targeted provision in place for pupils on the SEN record to show how resources are allocated and to monitor the cost of the whole of the SEN provision. This targeted provision is outlined on the school's Provision Map.

Roles and responsibilities

SENCO

The key responsibilities of the SENCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

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Governing Body and Head teacher

The Governing Body will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The head teacher, SENCo and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Head teacher will ensure that the SENCo has sufficient time and resources to carry out her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Storing and managing information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on schools and LAs to plan to increase over time the accessibility of schools for disabled pupils. At Belvoirdale Primary School we are currently reviewing our accessibility plan.

Dealing with Complaints

Any complaints concerning SEN should be made in accordance with the school's Complaints Policy and procedures and/or the SEN appeals regulations at LEA level.

Bullying

At Belvoirdale Primary School we do everything we can to mitigate the risk of bullying of vulnerable learners in our school. The School Council review our procedures and is involved in making changes when necessary. The schools SLT Team are available for children to discuss problems they are having and support in resolving issues, in addition the school has a home link worker who can meet children on a weekly basis.

Reviewing this policy

This policy will be formally reviewed annually and published on the schools website.

Appendices

Leicestershire Local Offer

Belvoirdale Primary School SEND Information Report

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Apendices

What is the Local Offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. This “Local Offer” will set out what is available in schools to help children with lower-level SEN as well as options available to support families who need additional help to care for their child. The Local Authority also provides a “Local Offer”, which details the services they expect to be available in their area for children and young people from birth-25 whom have Special Educational Needs and Disabilities (SEND).

Belvoirdale SEND information Report

How is Belvoirdale Primary School accessible to your child with SEND?

Belvoirdale Primary School is a mainstream setting where all children are welcome whatever their needs and abilities. We have pupils with a range of Special Educational Needs, this includes pupils with ASD, ADHD, social, emotional and mental health needs, hearing and visual impairment, speech and language difficulties, general learning difficulties, fine and gross motor skill difficulties and pupils with other medical needs. At Belvoirdale, we believe that all children should have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs. We are currently reviewing our access policy. We ensure that equipment used is accessible to all children regardless of their needs. Extra curricular activities are accessible for children with SEND. We are always happy to meet parents to discuss individual access requirements.

How will the school let me know if they have any concerns about my child’s learning and progress in school?

Children with additional needs are identified initially by the class teacher. Teachers are continually aware of children's learning and behaviours. As recommended by the code of practice 2014, if teachers observe that a child is making less than expected progress given their age and individual circumstances further action will be taken.

Subsequently the progress of every child is monitored closely: regular pupil progress meetings take place. During these meetings children may be identified as not making progress in spite of Quality First Teaching. These pupils will be discussed with the class teacher and SENCo and additional support will be agreed.

At all stages concerns and next steps will be communicated with parents/ carers either by the class teacher and/or SENCo. Parents may approach the school with a concern about their child, we will investigate pupil's needs, and often Quality First Teaching or parental support can address the concern. Otherwise the school implements a graduated response. This may result in the child being placed on the SEND register and an Individual Education Plan.

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If parents have any concerns or wish to discuss your child's needs further please make an appointment with the class teacher initially or the SENCo will meet you by appointment.

How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Head teacher. If you are still not happy you can speak to the school SEND Governor.

Who are the best people to talk to at Belvoirdale School about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

The Special Educational Needs or Disability Co-ordinator (SENDCo) has designated responsibility for:

- Co-ordinating all of the support for children with Special Educational Needs or Disabilities (SEND)
- Developing the school's SEND policy to ensure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you (the parents) are:
 - ***Involved in supporting your child's learning***
 - ***Kept informed about the support your child is getting***
 - ***Involved in reviewing how they are doing***
- Liaising and provides relevant training and support to the class teachers and teaching assistants so they can help children with SEND in our school achieve the best progress possible.
- Updating the SEND register (a system for ensuring all the SEND needs of pupils in our school are known)
- Developing and assigning appropriate learning programmes and interventions to meet your child's specific needs
- Liaising with external support services that may be coming into school to help support your child's learning, e.g. speech and language therapists, physiotherapists, social services, occupational therapists and Educational Psychologists *etc.*

The class teacher is responsible for:

- Monitoring the progress of each child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know where necessary
- Writing individual targets as part of their SEND profiles, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all support staff working with your child are kept well informed of their targets and individual needs, so that your child can achieve the best possible progress
- Ensuring that our school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

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The Head teacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Listening to, responding to and working in partnership with the parents and school to resolve any issues brought to their attention by a parent which have not been resolved through previous discussions with school staff.

What are the different types of support available for children with SEND at Belvoirdale?

Class teacher input via excellent targeted classroom teaching also known as QFT For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work within a smaller group of children. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

These group work sessions are often called intervention groups and may be

- Run in the classroom or in an alternative quiet environment around the school.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

For your child this would mean:

- He/ She will engage in-group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan or advice from the SENCo.

What additional support services are available for children with SEND in this school?

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At times, it may be necessary to consult with outside agencies to access their specialised expertise. These can include:

- Educational Psychology Service
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

How will the teaching and/ or curriculum be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met through differentiated work.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Your child may be given an IEP. This will form part of their individual portfolio and will detail specific targets that will be matched to your child's needs
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- The SENCo liaises regularly with the class teachers to offer advice on ways that lessons can be adapted to meet the range of needs within their class.

How does the school measure the progress of my child?

Provision is reviewed and modified as needed following assessments both formal and informal. During pupil progress meetings teachers identify progress made and actions are put in place when required. The school has access to external support agencies that can offer additional expertise. This includes Advisory Teachers, Educational Psychologist and Social Care and Health Professionals.

How are the teachers in school helped to work with children with Special Educational Needs or Disability and what training do they have?

- The SENCo's job is to support the class teachers in planning for children with SEND.
- As part of the performance management cycle, the school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This can include whole school training on SEND issues such as ASD and Speech and language difficulties or individual training courses.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Speech and Language.

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What support do you have for parents of children with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Your child's SEND profile will be reviewed with you each term.
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The family liaison officer can be used as a first point of call for any concerns you may have as a parent.

How will the school prepare and support my child when they are joining Belvoirdale Primary? Or moving onto their next class or different school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
 - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.

When moving between classes at Belvoirdale:

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All SEND profiles will be shared with the new teacher.
- If your child would be helped by a social story to support them understand moving on then it will be made for them.

In Year 6:

- The SENCo will attend the primary transition event to discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

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How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available for all children
- Risk assessments are carried out and procedures are put in place to enable all children to participate
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Who can I contact to discuss SEND at Belvoirdale Primary School?

Our SENCo is Mrs Tracey Gilbert.

Our Headteacher Mr Richard Dax is also available

Belvoirdale Primary School
Scotlands Rd,
Coalville, Leicestershire

Tel: 01530 832595

The School SEND Governor is Mrs. Emma Dibble and she can be contacted via the school office.