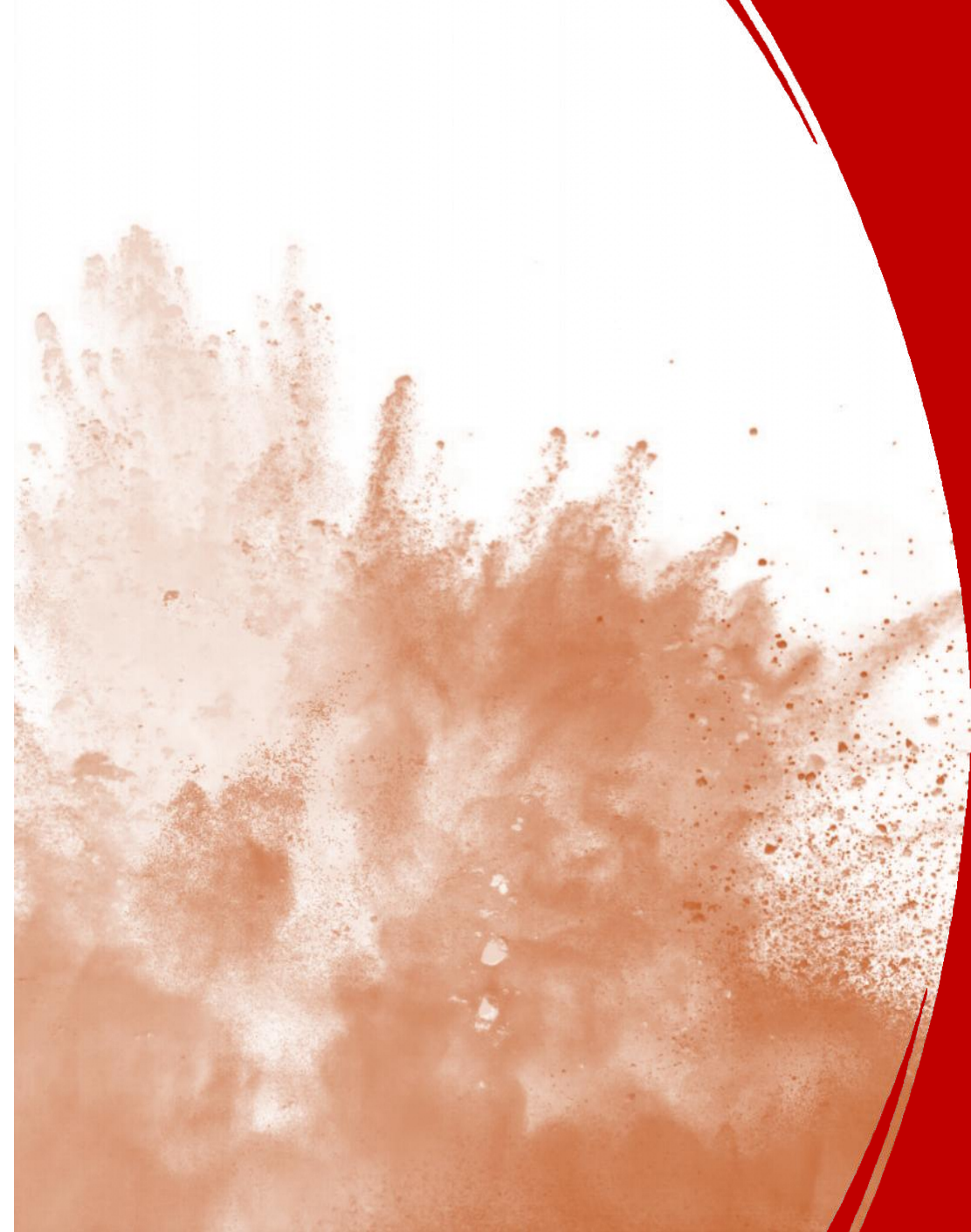




Belmont Community Primary School

SEND Information Report 2025 - 2026





At Belmont Community Primary School, we encourage all learners to be curious, creative and compassionate.

We are committed to providing a nurturing and supportive environment where every child is valued and encouraged to reach their full potential.

We believe that early identification of additional needs is key to ensuring that all students receive the tailored support they need to thrive.





What does Special Educational Needs (SEN) mean?

In the 0-25 Special Educational Needs and Disabilities Code of Practice 2014 it states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.



The 2014 Code of Practice identifies four areas of special educational needs.



These are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical



Who is responsible for Special Educational Provision?

The Headteacher, Mr J Allsopp is responsible for ensuring that the Special Educational Policy is implemented and managed.

The Special Educational Needs Co-ordinator (SENCo), Mrs A McCormack, is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs and disabilities. She monitors the provision, liaises with outside agencies, and provides advice for parents and staff.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Simon Buckberry is the member of the governing body who has specific oversight of the school's arrangements for SEN and disability.



What should I do if I think my child has special educational needs or a disability (SEND)?

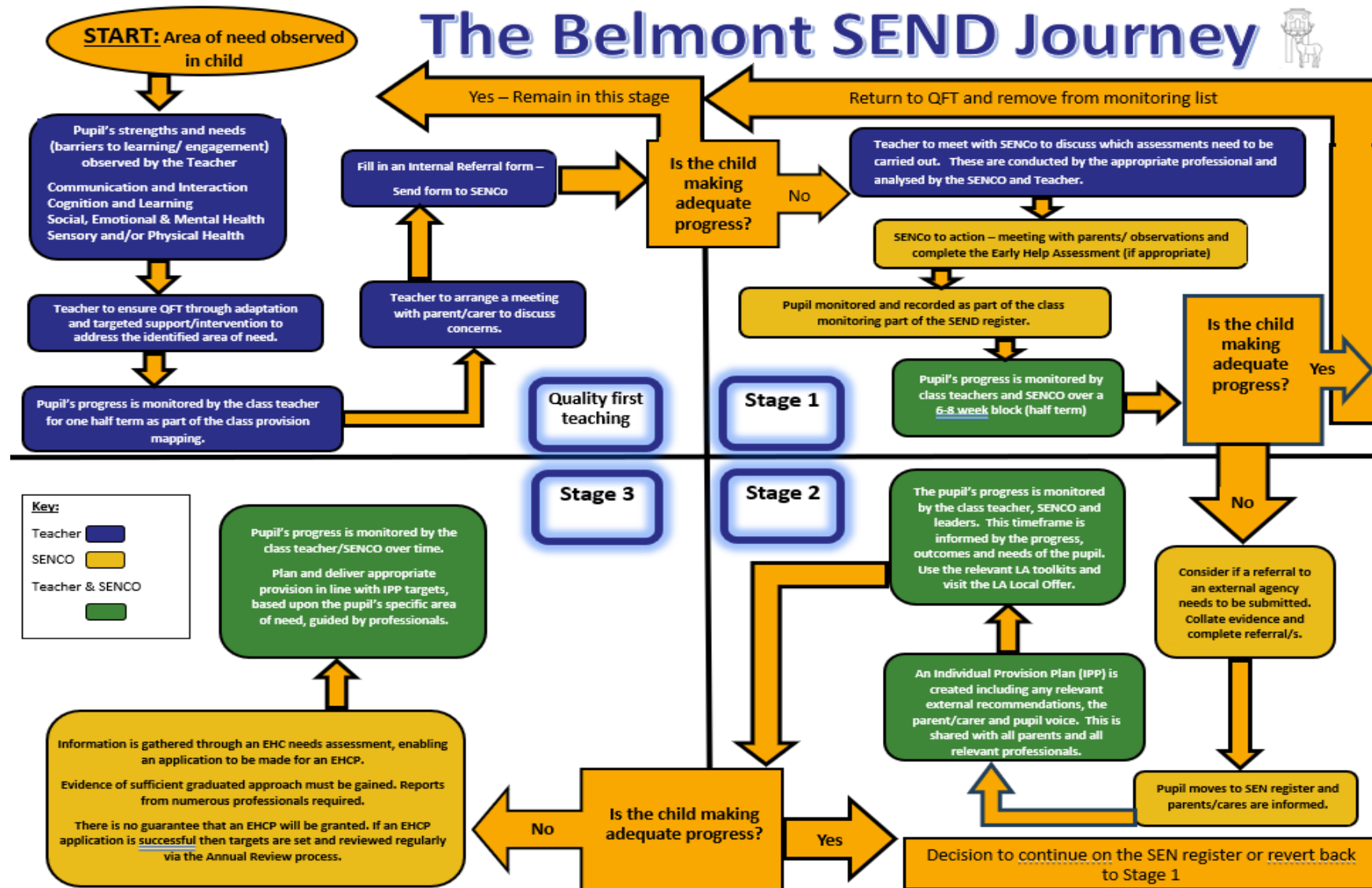
If you have any concerns about your child's needs, please contact your child's class teacher. It is beneficial to identify a child's needs early so please make contact with us.

If staff have concern about your child's progress or needs, the teacher will contact you to discuss these concerns.

Your child may express concerns about their progress or needs, and these views will need to be shared with staff and parents.



What happens when a concern is raised?



At Belmont Community Primary School all staff follow our Belmont SEND Journey document. Staff ensure that parents and carers are kept informed throughout the process.



Early Identification

Following the SEND Journey document the class teacher will share any concerns with parents/carers at the earliest opportunity. Together an appropriate programme of intervention and support is discussed and agreed upon.

Additional support may be given within the class setting, or by attending a programme of support according to the child's needs.

An Internal Referral form will be completed including a small-steps approach where staff will assess and monitor the child's progress in line with existing school practices.

High quality teaching, adapted for individuals, is the first step in responding to pupils who may have SEN. Slow progress and low attainment will not automatically mean a pupil is recorded as having additional needs or SEN.



How will the school support my child if they have Special educational needs?



If your child is identified as having special educational needs, they will be placed on the SEND register.

At Belmont Community Primary School, we use the graduated approach to support children.

This includes **Assess, Plan, Do, Review**.



ASSESS

A child's needs may be assessed formally through termly assessments following our usual school monitoring processes. If a child is well below their age-related expectations the Pre Key Stage standards will be used to show their progress and attainment. Some children may be using the Cherry Garden Branch Maps as part of their assessment process.

Parents understanding of their child's unique strengths and challenges are included in the assessment process including the insight they gain from their daily interactions.

Views of the child are actively sought to gain valuable insight into their feelings, strengths, challenges and preferences.

Class teachers and teaching assistants may share their observations as part of the assessment process. The SENCO or outside agencies may observe pupils in their learning environment.

Specialist teachers and professionals from outside agencies may carry out assessments with parental consent.



PLAN

Following the assessment stage, an Individual Provision Plan (IPP) will be written.

The support plan will have child friendly SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound) targets.

These targets will be set by the teacher, with involvement from the child, parents and any outside agencies who are working with a child.

The support plan will include:

Your child's strengths and views

Your views and any agreed ways that you are planning to support your child at home.

Your child's areas of need.

Assessments, planned interventions, strategies and support.



DO

Your child will work towards the targets on their Individual Provision Plan (IPP). The range of support and adaptations personalised to your child on their Individual Provision Plan (IPP) will be put into action.

This could include:

- * Adaptation of the classroom layout or seating arrangements
- * Scaffolded tasks
- * Visual supports
- * Tasks chunked into smaller steps
- * Use of assisted technology
- * Adaptations of the learning task and/or learning time.
- * Additional support during teaching time
- * Emotional regulation support
- * Opportunities for movement breaks and/or sensory activities





Review

Your child's targets and Individual Provision Plan (IPP) will be reviewed at least 3 times a year. Parents and pupils will be invited to attend the review process, as will any outside agencies who have provided advice or support.

The purpose of the review is to:

Evaluate the effectiveness of the support and interventions and their impact on the pupil's progress.

Decide if further support is still required.

Decide if more specialist support is required.

Decide on the next set of targets.



Quotes from Parents

I would like to thank you all for including A and letting me join in. I really appreciate that he could join in with everything today. It's nice to see that he feels so safe and happy with you all at school. (Reception parent)

We are so grateful, I've told her she will get there and if she needs help there's teachers there to help her. Can't fault the school and how quick they were to help E (Y1 parent)

I just want to say thank you for all the help and support you have given J and our family. (Y2 parent)

We are all very happy thank you. It all looks good to me but value your thoughts too. Just had a look at their website and curriculum. It looks good. K has been on the school website and is extremely excited. (Y6 parent)

I just want to say a quick thank you for everything you have done this academic year. You have taken the time to understand his needs, and it has really felt like you have been 'in our corner' with getting things in place for him. (Y2 parent)



Who will support my child in school?

There is a team of staff who support children with special educational needs and/or disability in school including:

- Your child's class teacher
- Teaching assistants
- The SENCO
- The Headteacher
- The SEND Governor
- Outside agencies e.g. educational psychologist, occupational therapist, speech and language therapist.

Support may be given in class, through small group work, by enhanced adult support (which may be inside or outside the classroom) and from a specialist outside agency.





What training and experience do staff have?

All teaching and non-teaching staff have been trained and are regularly updated on:

- Safeguarding
- PREVENT
- Keeping Children Safe in Education
- Online Safety

Many members of staff have been trained in First Aid and some EYFS staff have been trained in Paediatric First Aid.

All teachers and teaching assistants are experienced in working with children with a wide range of abilities. We have an experienced team of TAs who are compassionate, creative and proactive.

All teaching staff have Qualified Teacher Status and have undertaken regular SEND training in school. This is delivered by the SENCO and outside agencies. Individuals and groups have training in the following areas:

- BOSS - Understanding behaviour as communication, Attachment Aware and Trauma Responsive Practise, Regulation and De-escalation, ADHD, PDA and the use of declarative language.
- WTT Autism outreach – Autism awareness, Supporting a Profile of PDA, Making Sense of Autism and Autism and anxiety
- Specialist teaching team – Dyslexia training
- Speech and Language – Language for Thinking and Language for Behaviour and Emotions

The SENCo is currently working towards the NPQ SENCO qualification.



Who else might be involved in supporting my child?

At Belmont Community Primary School, we are fortunate to receive advice and support from a range of Outside Agencies to support your child if needed. These include:

The Working Together Team

The Specialist Teaching Team

Occupational Therapy

Educational Psychologist

Social Workers

The Behaviour Outreach Support Service

Dyslexia Support Team

Physiotherapist

Early Help Worker



What support will there be for my child's emotional and social wellbeing?

At Belmont Community Primary School, we are an inclusive and welcoming school.

All staff understand that the self-esteem and happiness of children is crucial to their wellbeing.

A range of techniques are used in lessons to promote speaking, listening, empathy and other social rules.

Scenarios that the children may experience are explored, and problem-solving strategies are developed.

We are beginning to use Zones of Regulation, this helps children to recognise, name, and understand their emotions, and to develop strategies for managing strong feelings.

Self-regulation strategies from the BOSS toolkit are also used to help children regulate their emotions.

We have a clear behaviour policy which is adhered to by all staff.

All child protection issues are reported to the school's Designated Safeguarding Lead.



How do we support pupils with medical needs?

At Belmont Community Primary School, we are committed to ensuring that children with medical needs receive the support they require to fully participate in school life.

We work closely with parents, healthcare professionals, and relevant external agencies to develop individual healthcare plans tailored to each child's specific needs.

We make reasonable adjustments to create a safe, inclusive, and nurturing environment where every child can thrive and feel supported in their learning journey.

The school complies with the Equality Act 2010 to support children with medical conditions and those who are disabled.

Where children have an Education, Health and Care Plan the SEND Code of Practice is followed.



What is an Educational, Health and Care Plan?

An Education, Health and Care Plan (EHCP) is a legal document that outlines the specific educational, health, and social care support a child or young person with special educational needs and disabilities (SEND) requires to help them achieve their full potential.

If an EHCP is approved the plan is created which sets out the child's needs, the support they require, and the outcomes they are working towards. An EHCP ensures that the necessary resources and interventions are in place to help the child succeed in their education and development. It is regularly reviewed to ensure it continues to meet the child's evolving needs.

Children with an EHCP will continue to be monitored through the school's tracking system and will have additional review meetings.



Who can I contact for further information?

Contact details

Your child's class teacher
SENCo – Andrea McCorack
The Headteacher – Jamie Allsopp

Telephone number: 01476 567939
Email: Andrea.McCormack@belmont.lincs.sch.uk

If you are unhappy with any aspect of your child's education and feel that after speaking to the school your concerns have not been resolved, please email Simon Buckberry,
Chair of Governors simon.buckberry@belmont.lincs.sch.uk