



Belmont Community Primary School

Special Educational Needs and Disabilities (SEND) Policy



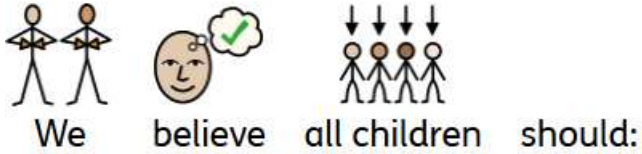
Ratified by governors at their meeting on	1 October 2025
Signed	
Review Date	September 2026

Contents:

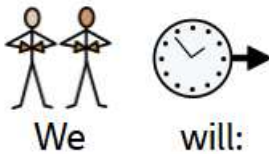
Statement of intent

1. [Legal framework](#)
2. [Objectives](#)
3. [Roles and responsibilities](#)
4. [Identifying SEND](#)
5. [Safeguarding](#)
6. [SEND support](#)
7. [Early years pupils with SEND](#)
8. [Admissions](#)
9. [Transition](#)
10. [Involving pupils and parents in decision-making](#)
11. [Funding for SEND support](#)
12. [EHC needs assessments and plans](#)
13. [Reviewing EHC plans](#)
14. [Supporting successful preparation for adulthood](#)
15. [Managing complaints](#)
16. [Staff training and improving practice](#)
17. [Use of data and record keeping](#)
18. [Publishing information](#)
19. [Joint commissioning, planning and delivery](#)
20. [Local Offer](#)
21. [Monitoring and review](#)

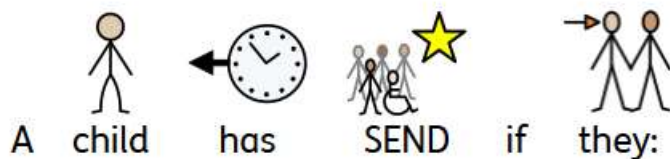
Statement of Intent





- Achieve their best
- Feel confident and happy
- Be ready for adult life



- Listen to children and parents
- Identify needs early and give help quickly
- Make learning inclusive
- Work with health and care services
- Give high-quality support
- Offer choice and control to families
- Prepare children for independence and work



- Find learning much harder than others their age
- Have a disability or health condition that makes school difficult
- Need special teaching or support that is different from others



1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

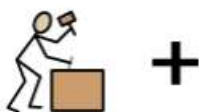
- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy



2. Objectives

Our school will:

- Make sure children with SEND get the help they need to learn.
- Include children with SEND in all school activities.
- Give high-quality support and remove barriers to learning.
- Follow the SEND Code of Practice and the law.
- Treat disabled children fairly and equally.
- Make changes and provide extra equipment if needed, so children are not at a disadvantage.
- Have a special teacher (SENCO) to lead SEND support.
- Tell parents when their child is getting extra help.
- Share important information, including:
 - Plans to make learning and school buildings more accessible.
 - How children with SEND can join the school and be treated fairly.
 - A report showing how the school supports children with SEND.



3. Roles and responsibilities

- **Governors** – Check the school supports SEND pupils and has a SENCO.

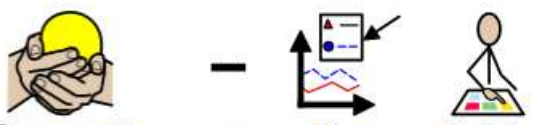
- **Headteacher** – Make sure all pupils get good teaching, support, and fairness.
- **SENCO** – Organise SEND help, work with parents, staff, and outside services.
- **Teachers** – Plan lessons, give support, and track progress for SEND pupils.

4. Identifying SEND




- We spot needs early to help children succeed.
- Teachers check progress regularly.
- Concerns if progress is much slower, not improving, or gap with others grows.
- Main areas of need:
 1. Communication
 2. Learning
 3. Social & emotional
 4. Sensory/physical

5. Safeguarding - Key Points



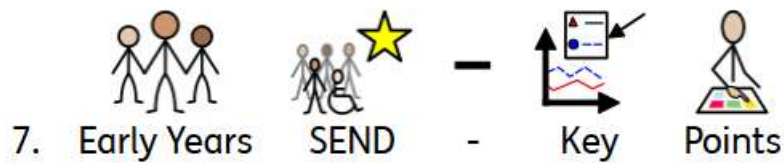
- SEND pupils may be more at risk of bullying, abuse, or online dangers.
- Abuse can be harder to spot in SEND pupils.
- Staff watch for changes in mood, behaviour, or injuries.
- Concerns are reported to the DSL and SENCO.
- SEND pupils are taught how to keep safe, including online.
- The headteacher and governors make sure policies protect SEND pupils.

6. SEND Support - Key Points



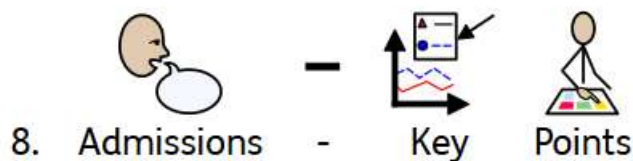
Good teaching is the first step for SEND pupils.

- Teachers plan lessons for all abilities and are responsible for progress.
- Support decisions come from teacher + SENCO + parents + child.
- **4-step cycle:** Assess → Plan → Do → Review.
- Extra help may come from outside professionals or an EHC plan if needed.
- Pupils may also get pastoral and communication support.
- EAL is not the same as SEND – staff check carefully if slow progress is due to language or special needs.



Staff spot difficulties early and act quickly.

- Parents' concerns are listened to.
- Children's progress is checked often.
- SEND pupils get the support they need and join all activities.
- A SENCO teacher is in place.
- Parents are told when extra help is given.
- School shares reports on SEND policy, admissions, fairness, facilities, and access plans.
- Support follows the cycle: **Assess** → **Plan** → **Do** → **Review**.



SEND pupils are not refused a place.

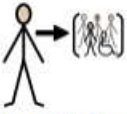




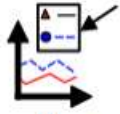

- If named in an EHC plan, the child must be admitted.
- Applications from SEND pupils (with or without EHC plans) are considered fairly.
- No discrimination against SEND pupils.
- Uniform and trip rules will not discourage SEND families.
- Oversubscription rules will not disadvantage SEND pupils.
- Selection tests will include reasonable adjustments.
- Full Admissions Policy (including SEND) is on the school website.



9. Transitions

Our school knows it is important to plan carefully when pupils move to a new stage of education or prepare for adult life.

- If a child has an EHC plan, it will be reviewed early.
- Changes will be made in good time before the move.
- This helps plan the right support at the new school or setting.

10.  Involving  Pupils  and  Parents   Key  Points

Parents get a yearly progress report.

- For SEND pupils, parents meet teacher + SENCO 3 times a year.
- Support plans:
 - Focus on the child, not just their SEND.
 - Use clear, simple language.
 - Highlight strengths.
 - Listen to goals and wishes.
 - Match support to needs.
 - Keep assessments simple.
 - Bring professionals together.
- With an **EHC plan**, parents and pupils help shape how support is used.
- Advocates can help parents have their say.

11.  Funding  for  SEND  Support

The school uses its funding to give early help to pupils with SEND.

- If a child still does not make enough progress, the school may ask the Local Authority (LA) for extra funding to provide specialist support.

12.  EHC  Needs  Assessment  and  plans

- Sometimes, even with extra help, a pupil may not make progress.
- The school will talk with parents and may ask for an **EHC needs assessment**.
- An **EHC plan** gives the right support for learning, health and care, and helps prepare for adulthood.

The school will:

- Reply to requests for information within six weeks.

- Give the Local Authority (LA) information about the pupil and their progress.
- Share advice from other professionals.

If the LA says **no plan**, the school will use the feedback to plan next steps.

If the LA says **yes**, they will send a draft plan. The school has 15 days to respond.

If the plan names the school, the school will accept the pupil and make sure staff know their needs.



13. Reviewing EHC plans

- The school checks progress during the year.
- A full review of the **EHC plan** happens **once a year**.
- Everyone invited gets at least **two weeks' notice**.
- Advice and information are shared before the meeting.
- The school leads the meeting and keeps parents involved.
- A report is sent to all within **two weeks** after the meeting.
- Parents and pupils can **appeal** decisions.
- For children in care, the review is linked to their care plan where possible.
- An **advocate** can help pupils or parents share their views.
- Plans are checked to include all parts required by law.
- If needs change, the school can ask for a new assessment.



14. Supporting preparation for adulthood

The school knows that learning to be more independent and ready for work can change a pupil's life. Support starts early and is based on each pupil's hopes, interests and needs. The aim is to help them move smoothly to what comes next, like college or training.

The school will:

- Learn about each pupil's interests, strengths and what motivates them, and plan support around this.
- Help pupils join social groups and make friends.
- Make sure pupils with SEND take part in school life alongside others, and join in community activities too.
- Work with secondary schools to plan for moving on.



15. Managing complaints

- The school will put its **Complaints Policy** on the school website.
- If a parent has a serious complaint about their child's SEND support, the school will contact the Local Authority (LA) straight away to get advice. This will happen whether or not the child has an EHC plan.
- The school knows there are different ways to sort out disagreements and will work with the LA. These include:
 - Disagreement resolution (helping both sides agree).
 - Mediation (talking with a trained helper to find a solution).
 - Appeals to the SEND Tribunal (a legal process to decide disputes).
- If asked, the school will go to a SEND Tribunal and explain its actions.



16. Staff training and improving practice

- The school makes sure all staff keep learning and building their skills.
- Training is given following the school's CPD and Training Policy.
- The SENCO will check what staff need help with.
- Training will help staff understand, support and assess pupils with SEND.



17. The use of data and record keeping

- The school keeps pupil information safe.
- Records show:
 - What SEND support was given and how it helped.
 - Needs, actions, outcomes, and support agreed.
 - An up-to-date list of SEND provision.
- Records are kept secure and private.
- The school may share SEND data with the **LA** and **Ofsted**.

Confidentiality

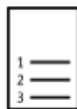
- EHC plans are not shared without parent consent, unless the law says so.
- EHC plans may be shared with:
 - SEND Tribunal or Secretary of State.
 - Courts.
 - Investigations into poor practice.
 - Safeguarding and welfare services.
 - Ofsted inspectors.
 - Disability allowance applications.
 - The next school's headteacher.

The school always follows its **Confidentiality Policy**.



18. Publishing information

- The school will share this policy on the school website.
- The information will be checked and updated every year.
- If anything changes during the year, it will be updated quickly.
- The **SEN Information Report** will be written by the governing board and put on the school website.
- This report will include all the details required by the SEND Code of Practice.



19. Joint commissioning, planning and delivery

- The school works with local education, health and social care services.
- The school helps the LA meet its legal duties under the **Children and Families Act 2014**.
- The school uses data (local and national) to plan for SEND needs.
- Services are checked against outcomes, like pupil progress and early identification.
- If a pupil has SEND and a medical condition, support is planned together with the EHC plan.
- SEND support will be changed if it is not working.



20. The local offer

- The school will work with the Local Authority (LA) to help develop and review the **Local Offer**.
- The Local Offer shows families what support is available for children and young people with SEND, from birth to age 25.

The Local Offer should be:

- **Collaborative** – The school, LA, parents and pupils will work together to develop and review it.
- **Accessible** – It should be easy to read, clear, and organised so parents and pupils can find what they need.
- **Comprehensive** – It should explain what support is available in education, health and care, how to get it, and how to complain or appeal if needed.
- **Up-to-date** – The information must always be current.
- The school will share details about its SEND support with the LA to help keep the Local Offer accurate.



21. Monitoring and review

- The headteacher and governing board will check this policy every year.
- If changes are made, staff, parents of pupils with SEND, and others involved will be told.
- All staff must read and understand this policy when they start working at the school.
- The next review will be in **September 2026**.