Belmont Community Primary School Special Educational Needs and Disabilities (SEND) Policy



Date last reviewed:

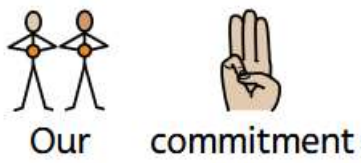
Signed: Headteacher Date: 7th October 2026

Signed: Chair of Governors Date: 7th October 2026

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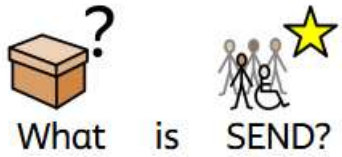
Statement of intent

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Our commitment
At Belmont Community Primary School, we believe that every child should be valued, included and supported to achieve their full potential.
We are committed to:

- Providing high-quality teaching for all pupils.
- Identifying additional needs as early as possible.
- Working closely with parents and carers.
- Listening to and involving children in decisions about their learning.
- Ensuring pupils with SEND access a broad, balanced and inclusive curriculum. Making reasonable adjustments so that all pupils can participate fully in school life.



What is SEND?

A child may have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires additional support beyond that normally available to pupils of the same age. Needs may fall within one or more of the following areas:

Communication and Interaction
For example:

- Speech and language difficulties
- Autism Spectrum Condition (ASC)

Cognition and Learning
For example:

- Learning difficulties
- Specific learning difficulties such as dyslexia

Social, Emotional and Mental Health (SEMH)
For example:

- Anxiety
- Emotional regulation difficulties
- Attention and concentration difficulties

Sensory and/or Physical Needs
For example:

- Hearing impairment
- Visual impairment
- Physical disabilities

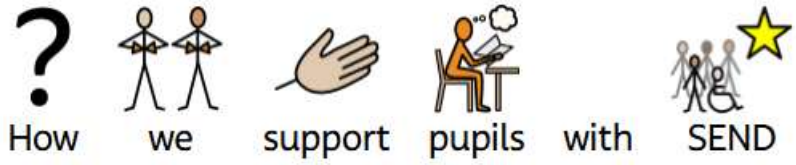


How we identify SEND
We monitor the progress and wellbeing of all children regularly.

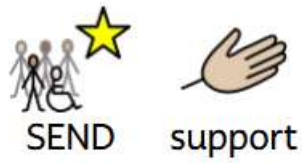
Concerns may be raised by:

- Parents or carers
- Teachers
- The child themselves
- Health professionals
- External agencies

When concerns arise, we gather information and work with families to decide what support may be needed.



How we support pupils with SEND
We follow the graduated approach:
Assess
We identify the child's strengths, difficulties and needs.
Plan
We agree outcomes and support strategies with parents and, where appropriate, the child.
Do
Support is delivered by teachers and support staff.
Review
Progress is reviewed regularly and next steps are agreed.



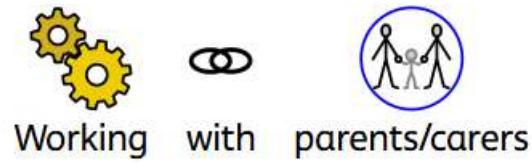
SEND support

Children identified as requiring SEND Support will usually have:
Individual Provision Plan (IPP)
This outlines:

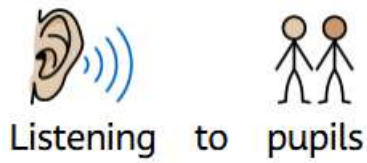
- Desired outcomes
- Strategies and interventions
- Support provided
- Review arrangements

One page profile
This includes:
- What is important to the child
- Their strengths and interests
- Helpful strategies
- Their aspirations and views

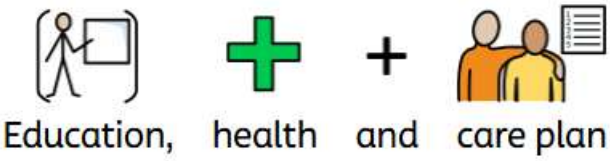
IPPs are reviewed at least three times each academic year with parents and carers.



Working with parents and carers
We believe that parents know their children best.
We will:
- Listen to parental concerns.
- Share information regularly.
- Meet with parents to review progress.
- Involve families in planning future support.
- Signpost families to additional services where appropriate.



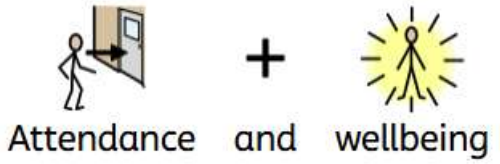
Listening to pupils
We encourage pupils to:
- Share their views.
- Discuss what helps them learn.
- Contribute to reviews and planning meetings.
- Participate in decisions about their support whenever possible.
- For pupils who are pre-verbal or who communicate differently, staff will seek and interpret their views through observation, interaction, communication systems (such as symbols, visual supports or AAC), and information shared by parents/carers and professionals to ensure their preferences, interests and needs are understood and represented.



Education, Health and Care Plans (EHCPs)
Where a child has significant and complex needs, the school may work with parents and the Local Authority to request an Education, Health and Care Needs Assessment.

If an EHCP is issued:

- The school will implement the provision detailed within the plan.
- Progress will be reviewed regularly.
- A formal Annual Review meeting will take place each year.



Attendance and wellbeing
We recognise that some pupils with SEND may require additional support to attend school regularly.
We:

- Monitor attendance carefully.
- Work closely with families.
- Provide support where barriers to attendance are identified.
- Support pupils' emotional wellbeing and mental health.



Safeguarding
The safety and wellbeing of all pupils is our highest priority.

We recognise that some pupils with SEND may be more vulnerable to:

- Bullying
- Exploitation
- Online risks
- Abuse and neglect

All safeguarding concerns are dealt with in line with the school's safeguarding procedures.

The SENCO and Designated Safeguarding Lead work closely together to support vulnerable pupils.



Inclusion
We aim to ensure that pupils with SEND:

- Feel valued and included.
- Participate fully in school life.
- Access extracurricular activities and school trips.
- Achieve the best possible outcomes.
- Develop confidence, independence and resilience.

SENCO

Mrs Andrea McCormack (NPQ SENCO)

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SEND Governor

Mr Simon Buckberry

☎ 01476 567939



Complaints
If parents/carers have concerns about SEND provision, we encourage them to speak with:

1. The class teacher
2. The SENCO
3. The Headteacher

The school's Complaints Procedure is available on the school website.

Further information

Additional information can be found in:

- The SEND Information Report
- The Accessibility Plan
- The School Website
- Lincolnshire Local Offer