Belmont Community Primary School

SEND Information Report 2026 - 2027

This SEND Information Report is reviewed annually and was last updated in September 2026.

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

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

We believe that early identification of additional needs and strong partnerships with parents and carers are key to ensuring that all pupils receive the tailored support they need to thrive.



What does Special Educational Needs (SEN) mean?

The **SEND Code of Practice: 0–25 (2015)** states that:

"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 them."

A child may have SEN if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.



The **SEND Code of Practice: 0–25 (2015)** identifies **four broad areas of need**:

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

Who is responsible for Special Educational Provision?

Headteacher:
Mr Jamie Allsopp

Responsible for the overall management and implementation of SEND provision.

SENCO:
Mrs Andrea McCormack

Responsible for the day-to-day coordination of SEND provision, monitoring progress, liaising with parents and outside agencies, and supporting staff.

Class Teachers:
Responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

SEND Governor:
Simon Buckberry oversees SEND arrangements on behalf of the Governing Body.

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

If you have concerns about your child:

- Speak to your child's class teacher as soon as possible.
- Early discussion helps us identify needs and provide support promptly.

If school staff have concerns:

- The class teacher will contact you to share observations and discuss next steps.

We value:

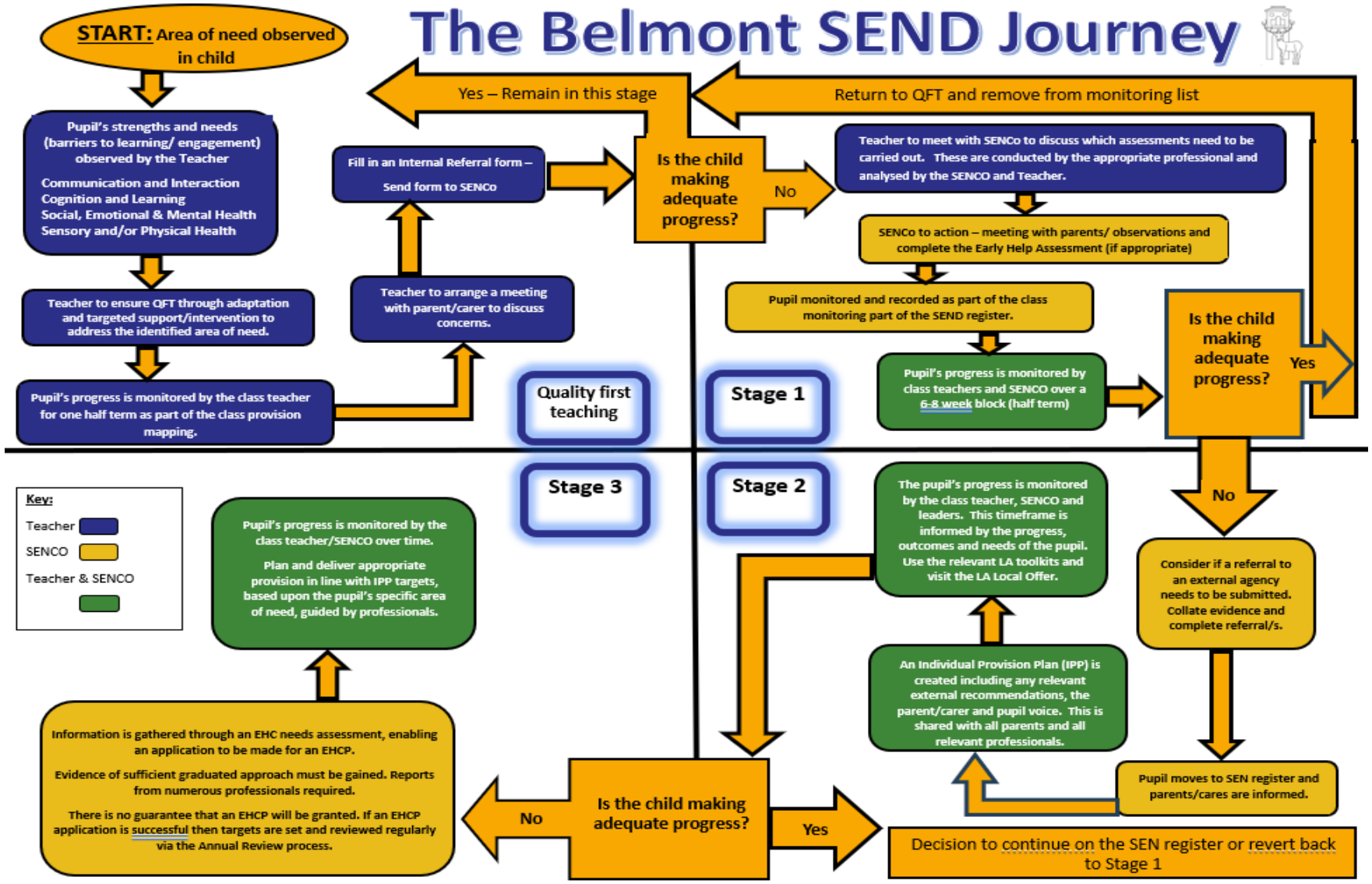
- Parent and carer views
- Pupil voice
- Open and honest communication throughout the process

What happens when a concern is raised?

All staff follow the school's SEND Journey in line with Lincolnshire LA guidance.

- Concerns are discussed with parents/carers at the earliest opportunity.
- Appropriate support strategies are agreed.
- An internal referral and small-steps monitoring approach is used.
- High-quality teaching, adapted for individuals, is always the first response.

Slow progress alone does not automatically mean a child has SEN.



How do we identify and assess SEND?

We use a range of assessment methods, including:

- Teacher assessment and observations
- Termly progress assessments
- Pre-Key Stage Standards (where appropriate)
- Cherry Garden Branch Maps (where appropriate)
- Parent/carer insights
- Pupil views
- SENCO observations
- Specialist assessments from external agencies (with parental consent)

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



Pupils identified with SEND are supported through the **graduated approach**:

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 with 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 and chunked tasks
- Visual supports
- Assistive technology
- Adaptations of the learning task and/or learning time.
- Emotional regulation strategies
- Sensory and movement breaks
- Small group or individual interventions

Review

Your child's targets and Individual Provision Plan (IPP) will be reviewed at least 3 times a year.

- 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.
- Reviews consider both academic and wider outcomes, including communication, independence, emotional regulation and readiness for next stages of learning.

Quotes from Parents

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

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 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)

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 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.

How are pupils with SEND supported with transitions?

We recognise transitions can be challenging and provide enhanced support, including:

Starting school
- Additional transition visits
- Photo books and visual supports
- Meetings with parents and previous settings

Moving between classes
- Transition meetings between staff
- Updated support plans
- Familiarisation visits

Moving to secondary school
- Enhanced transition planning
- Liaison with secondary schools
- Additional visits where appropriate
- SENCO-to-SENCO communication

What training and experience do staff have?

All staff receive regular training, including:

- Safeguarding and Child Protection
- 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.

SEND-specific training includes:

- Autism awareness and PDA profiles
- ADHD
- Dyslexia
- Attachment and trauma-informed practice
- Behaviour as communication (BOSS)
- Speech and Language strategies
- Emotional regulation and de-escalation

The SENCO has been awarded 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 a child with medical needs or a child who is disabled?

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

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

We are committed to inclusion and meet its duties under the Equality Act 2010. We make reasonable adjustments to the curriculum, physical environment and school activities to remove barriers to learning and participation. This may include adaptations to teaching approaches, flexible arrangements, the use of specialist equipment or additional support where appropriate.

Each child's needs are considered on an individual basis, and risk assessments are completed when necessary to ensure pupils can access learning and school activities safely. We aim to create a safe, inclusive and nurturing environment where all children feel supported, valued and able to thrive both academically and emotionally.

What is an Educational, Health and Care Plan (EHCP)?

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.

Accessibility arrangements

Belmont Community Primary School is committed to ensuring that pupils with disabilities can access education and school life in line with the Equality Act 2010.

The school's Accessibility Plan, which sets out how access to the curriculum, physical environment and information is reviewed regularly and published on the school website.

We make reasonable adjustments to the physical environment, curriculum and ways information is provided to reduce barriers to learning and participation. Teaching and learning are adapted through differentiated approaches, appropriate resources, assistive technology where required and flexible methods for recording learning.

The school environment is regularly reviewed, and risk assessments are completed where necessary to support safe access. Pupils with SEND are supported to take part fully in the wider curriculum, including trips and enrichment activities.

Lincolnshire Local Offer

The Lincolnshire SEND Local Offer provides information about services and support available for children and young people aged 0–25 with special educational needs and/or disabilities (SEND) and their families.
It is published by Lincolnshire County Council and brings together information from education, health and social care services in one place.

The Local Offer explains:

- SEND support available in early years, schools and colleges
- Health services such as speech and language therapy, occupational therapy and emotional wellbeing support
- Social care support, including family support services and short breaks
- The Education, Health and Care Plan (EHCP) process
- Advice on preparing for adulthood, including further education and independence
- Local support groups, activities and training opportunities for families

Information is available on the **Lincolnshire County Council SEND Local Offer website**.

Who can I contact for further information?

Contact details

Your child's class teacher

SENCO – Andrea McCormack

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