

# SEND Information Report

1<sup>st</sup> November 2024

Next review date: 1<sup>st</sup> November 2025

Under the special educational needs and disability code of practice 2014, every school is required to identify and address the special educational needs of the pupils that they support and to have due regard to the general duties to promote disability equality of the Equality Act 2010, which include making reasonable adjustments to prevent children with a disability being put at a substantial disadvantage. The School is committed to working with the local authority to contribute to its offer to provide for local pupils with special educational needs or disability (SEND).

**Belmont Primary School is a mainstream community primary school. It has no specialist provision on site.**

Within the School, we currently have children with medical and physical needs, learning difficulties, social and communication difficulties and emotional needs that can be met within a mainstream environment.

The Hounslow Local Offer website gives information to parents, schools and other members of the community about specialist services and how to access them. Please find the link on the SEND page of the school website.

***Here are some of the health services and external agencies we can access through referral, when required:***

- Educational Psychologists
- Advisory Teachers for physical disability
- Family Support Practitioners
- Education Welfare Service
- Learning to Respect (Domestic Violence programme)
- Social Care
- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)

The School's SEND Policy and Medical Policy can be found in the policies section of the website.

## Part A: Key roles and responsibilities relating to Special Educational Needs and Disability (SEND) within Belmont Primary School

Staff	Summary of responsibilities relating to SEND
Class teachers	<ul style="list-style-type: none"> <li>• Providing access to the full curriculum through careful planning, differentiating work as appropriate to the needs of individuals within the group and providing appropriate resources and equipment.</li> <li>• Monitoring the progress of each child, identifying and planning any additional help needed in class and outlining this on the <b>Year Group Provision Map</b>.</li> <li>• Liaising with the SENCO about any child who has significant difficulties beyond those of their peers.</li> <li>• <b>For pupils at the SEN Support stage, reviewing (with parents and child) and writing termly SEN Support plans.</b></li> <li>• <b>For pupils with EHC Plans, reviewing (with parents and child) and writing an annual SEN school report for the purpose of annual review meetings.</b></li> <li>• Liaising with other members of the teaching team working with children in the class about individual needs and targets.</li> <li>• Managing teaching assistants working with the children in his/her class to deliver the planned programme of support.</li> <li>• Evaluating the effectiveness of support provided by reviewing individual SEN Support plans termly, reviewing the outcomes on the Year Group Provision Map termly and through regular discussions with teaching assistants.</li> </ul>
Deputy Head for Inclusion: Sarah Boyadjian  Special Educational Needs and disability coordinator (SENCO): Jenny Nicholas	<ul style="list-style-type: none"> <li>• Developing and implementing the School's SEND Policy.</li> <li>• Reviewing and updating the School's SEND report annually.</li> <li>• Updating and maintaining the School's SEND register.</li> <li>• Co-ordinating additional provision for children with SEND.</li> <li>• Keeping up to date with new SEND legislation.</li> <li>• Supporting teachers with early identification of SEND and advising on the graduated approach to providing support.</li> <li>• Liaising with parents of pupils with SEND and involving them in identification, monitoring and review.</li> <li>• Liaising with external professionals and independent or voluntary bodies and making referrals to agencies for children who require specific support.</li> <li>• Liaising with other schools and settings to ensure a smooth transition for pupils with SEND to and from Belmont.</li> <li>• Helping staff to identify and access suitable training to develop their skills further in providing for pupils.</li> <li>• Ensuring that records of all SEND pupils are kept up to date, SEN Support plans are reviewed and new ones written on a termly basis, and the provision map is regularly updated.</li> <li>• Organising and chairing annual review meetings.</li> <li>• Analysing assessment data and attending pupil progress meetings.</li> <li>• Working with the Head Teacher and Governing Body to ensure that the School meets its responsibilities for looked after and previously looked after children and keeping them up to date with any issues relating to SEND.</li> <li>• Ensuring the Governing Body is kept informed about SEND provision and any school, local or national issues.</li> </ul>
Senior Leadership Team	<ul style="list-style-type: none"> <li>• Maintaining an overview of SEND throughout the School, monitoring and evaluating provision under the School's Policy.</li> <li>• Providing a safe and secure environment for all children, making reasonable adjustments for those with disabilities and dealing promptly with any behaviour which endangers others.</li> <li>• Analysing and monitoring the progress being made by all children across the whole school.</li> <li>• Planning the use of the delegated budget and other resources to meet the needs of all pupils as effectively as possible.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring that all staff are fulfilling their roles effectively in providing for pupils with SEND.</li> <li>• Liaising regularly with the SENCO and external agencies where needed.</li> <li>• Liaising with the LA and Governing Body regarding possible admission to the School for pupils with Education Health and Care Plans (EHCPs), using the criteria for suitable placement for such pupils in full consideration of available information about each pupil's needs and the needs of those with whom he/she would be educated.</li> </ul>
Teacher with responsibility for children with English as an Additional Language; Stephanie Radet	<ul style="list-style-type: none"> <li>• Supporting teachers and SENCO with early identification of SEND in EAL pupils.</li> <li>• Advising on and monitoring the support that children with EAL receive in the classroom.</li> <li>• Arranging mother tongue assessments where these may help the SEND identification process.</li> <li>• Liaising with parents of these pupils to discuss progress and support where needed.</li> <li>• Continue to promote Language of the Month across the school.</li> </ul>
Welfare Assistant: Linda Novakovic	<ul style="list-style-type: none"> <li>• Liaising with parents, staff and, where appropriate external professionals, about specific healthcare needs.</li> <li>• Implementing Healthcare Plans for children with long-term needs, e.g. on regular medication, under the School's Medical Policy.</li> <li>• Ensuring Healthcare Plans are drawn up where required and kept up to date, collating and sharing information on a need-to-know basis.</li> <li>• Producing and maintaining the Pupil High Needs register and distributing to all teachers at the start of the academic year.</li> </ul>
Governors (SEND link governor: Andrew Lebentz and Yuki Sugimoto)	<ul style="list-style-type: none"> <li>• Monitoring attainment and progress of SEND pupils in Curriculum and Achievement Committee meetings and Governing Body meetings.</li> <li>• Ensuring the staffing structure, school environment and resources support effective provision for children with SEND within the context of a mainstream setting.</li> <li>• <b>SEND link governor:</b> Meet with the SENCO, at least once a term, about all aspects of SEND in the School and reporting to the Governing Body.</li> </ul>

## Part B: Identification, monitoring and assessment of SEND

Question	Belmont Primary School response
1. How does the school know if children need extra help?	<p><b>Early identification</b> We strive to identify any particular SEND as early as possible and build up as comprehensive a picture as possible of each child's strengths and areas of difficulty. Teachers liaise with the SENCO as and when they have concerns about a particular child.</p> <p><b>Information from parents</b> Information is often provided by parents prior to a child joining the School. Parents are encouraged to share any concerns or changing circumstances at any time during their child's time at Belmont (see below).</p> <p><b>Transition information from previous settings</b></p>

	<p>Information is obtained from previous schools and transition visits are made to nursery settings for children identified as having SEND. For in-year joiners, class teachers or the SENCO liaise directly with staff from the previous setting where a child has a particular need.</p> <p><b>Pupil progress meetings</b> These meetings are held three times a year and are a chance for each year group to come together with the Head Teacher, Deputy Head for Inclusion, SENCO and other senior staff to discuss the progress of all children in that year group. Support and intervention groups are discussed and set up for individuals/ groups as and when required.</p>
2. What should a parent do if they think their child may have special needs?	<p><b>In school</b> In the first instance, parents are encouraged to meet with their child's class teacher. Parents are also welcome to make an appointment with the SENCO.</p> <p><b>Outside of school</b> If parents have particular medical or health concerns regarding their child, they can visit their GP who may suggest a referral to the appropriate service (e.g. speech and language therapy; occupational therapy; ear, nose and throat specialist; child and adolescent mental health service etc.).</p>
<p>3. How will both the School and parent know how a child is doing?</p> <p>When will parents be able to discuss a child's progress?</p>	<p><b>School</b> <b>Work scrutiny and regular assessment</b> Children's work is monitored on a regular basis by class teachers and the senior management team. This, coupled with information from more formal assessments each term, provides information as to each child's attainment and progress.</p> <p><b>Pupil progress meetings</b> These meetings are held three times a year and are a chance for each year group to come together with the Head Teacher, Deputy Head for Inclusion, SENCO and other senior staff to discuss the progress of all children in that year group.</p> <p><b>Parents</b> In addition to the standard Parent Evening meetings, there are opportunities for parents of SEN pupils to meet teachers by appointment each term. For children at the SEN Support stage, plans are reviewed and updated at these meetings. A home-school communication book may be set up and used for children who have specific SEND, such as ASD, where it is important for teachers, TAs and parents to have regular communication to support the education and well-being of their child. All parents receive an end of year school report with information. Annual review meetings are held for children with EHCPs (these are 6 monthly reviews for children in Early Years).</p>
4. How will the School support parents to help their child's learning?	<p>A Home School Partnership evening, held in September, gives information about the year's curriculum, homework expectations etc. as well as ways in which parents can support their child at home.</p> <p>Year group teams outline homework activities, as well as forthcoming events and curriculum activities, on the year group page on the school website.</p> <p>Parent workshops are held on a variety of subjects e.g., helping your child with maths or reading, e-safety.</p> <p>Parent/teacher meetings for parents of SEN pupils are held once a term to provide opportunities for discussion specific to the individual child.</p> <p>SEN Support plans are sent home for children with on the SEN register (at the SEN Support stage) so that strategies can be consistent between home and school.</p>

	Where specialist advice would be helpful, the School makes arrangements for parents to meet with any external professionals with or without school staff present. Annual review meetings are held for children with EHCPs (these are 6 monthly reviews for children in Early Years).
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## Part C: Support for children with SEND

Question	Belmont Primary School response
1. How will school staff support a child?	<ul style="list-style-type: none"> <li>Teachers ensure that work is adapted and differentiated to meet children's needs so that all children are able to access the curriculum at their level with appropriate support and challenge.</li> <li>Teachers use their understanding of children's particular needs to deploy support staff effectively within the classroom.</li> <li>Where a child needs support and guidance outside the classroom, arrangements are made with lunchtime supervisors and other support staff as appropriate to the child's needs.</li> <li>SEN Support plans are drawn up and reviewed termly with parents and children. Children's targets are regularly discussed with them with the class teacher during the term – this is age appropriate and happens more as the children get older.</li> <li>Specialist equipment may be required to support a child's particular difficulties (such as laptops). When this is felt to be the case, the School seeks advice from external professionals as to the most appropriate form of support.</li> <li>The Welfare Assistant ensures that children with medical needs have these needs met within school hours under their Individual Healthcare Plans.</li> <li>The SENCO oversees the school provision map which details support or intervention groups that each child with additional needs receives.</li> <li>Class teachers meet parents of pupils on the SEN register every term. This is to discuss progress and share the support received in the classroom.</li> <li>The SENCO is available to meet parents by appointment to discuss support and attends other parent/teacher meetings where this is helpful to share information about assessment and support provided by external agencies etc.</li> <li>If a child has been referred to an external professional, they will arrange a feedback meeting with teachers and parents.</li> </ul>
2. How will the curriculum be matched to a child's needs?  What is the school's approach to differentiation?	<ul style="list-style-type: none"> <li>On-going teacher assessments feed into planning.</li> <li>Lesson plans detail the level of support children receive within the classroom as well as differentiated activities.</li> <li>Activities are differentiated in a variety of ways: through focused teacher or teaching assistant support for groups or individuals, through use of different tasks, resources and/or materials, through different means of recording work, acknowledging learning styles; and through different expectations in terms of outcome and skills shown within an activity.</li> </ul>

<p>3. What support will there be for a child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• Teaching teams (teachers and support staff) take responsibility for pastoral care and well-being in liaison with parents. Where particular needs or concerns have been identified, information is shared with senior staff and other staff on a need-to-know basis so that there can be a consistency in strategies used to support the child e.g. in the playground or when working with the parallel class.</li> <li>• Key information is passed on at the end of each year to the child's next teacher or school.</li> <li>• Class time is set aside for personal, social and health education (PSHE) and discussion of general issues of well-being.</li> <li>• Older children act as 'buddies' in the playgrounds to support other children when they would like a friend to play with.</li> <li>• Social skills groups are available to children who need particular support in this area (with confidence, anger management, friendships etc.).</li> <li>• If school staff have concerns about a child's well-being or behaviour, this is shared with parents and logged on CPOMS (online school recording and monitoring system).</li> <li>• When it is felt that a child or family would benefit from the support of a number of different agencies, the School are often advised to hold a Team around the Child (TAC) meeting and invite relevant external professionals and parents. At this meeting, the child/family's needs are discussed and an action plan is drawn up of how to provide the most effective support and by whom.</li> <li>• Should there be a safeguarding concern for a child, the School follows procedures in line with its Safeguarding and Child Protection Policy.</li> </ul>
<p>4. What training will the staff supporting children with SEND have?</p>	<ul style="list-style-type: none"> <li>• Priorities for whole-staff training for SEND are identified to feed into the plan for each term.</li> <li>• New staff meet with the SENCO for induction into the School's SEND Policy and to identify any individual training needs.</li> <li>• Teachers and support staff are responsible for their own continuing professional development and apply for relevant courses throughout the year, which may be specifically related to meeting the needs of a child or children within their class. The senior leadership team are able to advise staff on suitable courses.</li> </ul>
<p>5. How are the School's resources allocated and matched to children's SEND?</p> <p>How is the decision made about the type and how much support a child will receive?</p>	<ul style="list-style-type: none"> <li>• Teachers are responsible for identifying children who would benefit from additional support in the classroom and planning how this support is delivered.</li> <li>• In KS1 each class has a teaching assistant in the morning who will provide additional support as outlined by the class teacher. In KS2, each year group share a teaching assistant and carefully plan interventions and in-class support to meet the needs of children needing additional support.</li> <li>• A provision map is also used to detail the support and intervention groups running throughout the school outside of the classroom. This is informed by discussions at Pupil Progress meetings, reviews and parent teacher meetings, along with analysis of children's attainment and progress. The provision map specifies the type of support and how frequently it will be provided. Intervention is generally provided to small groups with similar needs and targets, although individual programmes may be offered where these are most effective e.g. Catch up Literacy and Maths, Word Hornet etc.</li> <li>• Where children have EHCPs, the type and level of support are included within the documents using the information provided by a range of professionals. Funding for the support (including adult support, therapies and any specialist resources) is agreed by the relevant Local Authority as part of the EHCP and annual review process.</li> </ul>



## Part D: Inclusion in the mainstream environment

Question	Belmont Primary School response
1. How will children be included in activities outside the classroom, including educational visits?	<ul style="list-style-type: none"> <li>• Where children need support for playtime activities, an individual plan is agreed using the support of peer buddies or adults where necessary, making use of the play equipment and wider environment.</li> <li>• Consideration is given to the inclusion of children with SEND in the canteen at lunchtime. Adults are available to help children make choices about food and to ensure that children feel secure and confident in this environment.</li> <li>• Teachers differentiate physical education activities with regard to the needs of children. For some pupils additional adult support is provided to enable them to access these lessons.</li> <li>• Risk assessments are drawn up for all educational visits. Individual information is also provided about children who may have particular SEND or health needs (such as ASD or allergies). Teachers ensure the accompanying adults are aware of the needs of children within their groups.</li> <li>• Alternative travel or activities are arranged as and when needed (e.g. alternative activities organised for the Year 6 residential trip for children with disabilities).</li> </ul>
2. How accessible is the school environment?	<ul style="list-style-type: none"> <li>• The School building is on three floors with some rooms, including toilets for older pupils, on mezzanine levels. It is therefore only accessible to children who are able to use stairs independently, as there is no lift and children of all ages use the first floor for at least some of their activities.</li> <li>• There are ramps leading up to the main school office and entrances to the Nursery and Reception classrooms on the ground floor.</li> <li>• There is an accessible toilet on the ground floor.</li> <li>• Although the School is not accessible to wheelchairs above the ground floor, every effort is made to accommodate disabled family members (e.g. holding meetings or year group presentations/ nativity on the ground floor).</li> <li>• Risk assessments and evacuation plans are made for any child or adult who may temporarily have difficulty with the stairs e.g. due to a leg injury or operation, before the person returns to school.</li> </ul>
<p>3. How will the School prepare and support a child to join the School?</p> <p>How will the school support the transfer to a new school for children with SEND?</p>	<p><b>Nursery and Reception admission</b></p> <ul style="list-style-type: none"> <li>• Nursery and Reception children visit the School with their parents for an induction meeting/session in July prior to starting school. Additional meetings with the Head Teacher, SENCO and/or Welfare Assistant are arranged where a child has particular needs.</li> <li>• Nursery and Reception children have a phased induction period with smaller groups and shorter sessions initially.</li> <li>• The School liaises with previous nursery settings.</li> </ul> <p><b>Admission for older pupils or mid-year joiners</b></p> <ul style="list-style-type: none"> <li>• Parents and children visit the School prior to entry and meet the Head Teacher/ Deputy Head or SENCO if appropriate. Children joining in September are invited to attend an induction morning in July.</li> <li>• The School liaises with previous schools and requests any records relating to SEND.</li> </ul> <p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• Transfer meetings and/or telephone liaison are held between teachers and the SENCO with receiving schools and secondary schools. SEND records are passed on.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children with SEND are usually invited for additional induction sessions at their new school (as arranged by the receiving school). Teaching assistants are able to go with children if needed.</li> <li>• For children with EHCPs, staff from the new school are invited to attend annual review meetings and/or visit the child at Belmont.</li> </ul>
4. How does the School listen to the pupils' views?	<ul style="list-style-type: none"> <li>• Children are given regular opportunities within their classes to share their views individually, in a group or in front of the class. Regular personal, social, health and economic education lessons provide such opportunities as do class assemblies.</li> <li>• Children use self-assessment within the classroom and monitor their own progress towards targets, with adult support where required.</li> <li>• The School Council provides a regular voice for pupils with representatives from all classes Years 2-6 who attend fortnightly meetings with the Head Teacher and elicit and share the views of others in their classes.</li> <li>• Children are given the opportunity to complete annual pupil surveys and at times, smaller questionnaires on a variety of topics e.g. travel to school, class topics or enrichment activities.</li> </ul>