

Special Educational Needs and Disability Policy

1st November 2024
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This policy should be read in conjunction with the following:

Behaviour Policy
Equality Information and Objectives
Equality and Community Cohesion Policy
EYFS Policy
Health and Safety Policy
Medical Policy
Safeguarding and Child Protection Policy
Quality of Education Policy
SEND Information Report 2024

Throughout this policy 'parents' denotes those with parental responsibility.

This policy will be reviewed & ratified by Governors on

1. Mission Statement

At Belmont we believe that all children have an equal right of access to a broad and balanced curriculum, which enables them to achieve educational success and to reach their full potential. All children, regardless of their level of ability and any medical needs, physical needs or learning difficulties they may experience during their school career, are valued for their individual contributions and enabled to participate fully in the life of the School.

We make every effort to identify and provide for children's individual needs within a caring, supportive and stimulating school environment. When a child is experiencing difficulties, we are committed to understanding the child's needs and working to create the supportive environment that the child needs to thrive and succeed. We actively seek and take into account the views of the child with the aim of engaging all children with their own learning objectives. We are firmly committed to partnership with parents in all areas of school life and recognise this as being of particular importance for children with special educational needs and/or disability.

1.1 Aims and objectives

- to identify and assess children's special needs and/or disabilities, whether short or long term, at the earliest possible stage after a child's entry into the School and as and when they may arise during the course of his/her school career;
- to encourage the participation of parents and the children themselves from the earliest stage in the provision of information, decision making and reviewing of progress;
- to provide appropriately and promptly for children with special educational needs and/or disability through suitably differentiated programmes which enable them to have access to the whole curriculum;
- to secure external advice and support as necessary to make appropriate provision and to determine effective strategies and make efficient use of resources;
- to maintain accurate records of children's needs and the provision made for them which are clear, informative and up-to-date;
- to value all pupils equally as members of the School community and to give value to aesthetic, creative and physical skills alongside academic achievement;
- to promote caring cooperative attitudes at every level of school life to nurture self-esteem in the children and to increase each pupil's social competence in inter-personal relationships;
- to provide children with a secure, safe and supportive school environment where the welfare and protection of children is the concern of all and the health and well-being of each child is monitored;
- to give children the opportunity to go to a trusted member of staff in order to seek advice and support over educational, social or personal issues;
- to report any child protection matters to the Head Teacher immediately and to ensure that suspected racism, bullying and any form of discrimination are investigated and dealt with promptly;
- to meet the needs of all children within the limitations of the School's physical environment.
- to train and support the staff to meet the pupil's needs.
- to ensure the School is as accessible as possible for children with varying needs.

The School has an Accessibility Plan within its Equality Information document. This demonstrates its ongoing commitment to

- increasing the extent to which disabled pupils can participate in the School's Curriculum;
- improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2. Identification, Assessment and Provision for Children with Special Educational Needs and/or Disability

2.1 Definition of Special Educational Needs and Disability

The Code of Practice defines a child as having special educational needs and Disability (SEND) if s/he has a learning difficulty which calls for special educational provision to be made i.e. if s/he:

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which prevents or hinders him/her from using the educational facilities provided by the School for children of the same age
- c) is under five and falls within the definition of a) or b) above, or would do if special educational provision was not made.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from that in which s/he is being taught.

Slow progress and attainment does not necessarily mean that a child has SEND. Some learning difficulties and disabilities occur across a range of cognitive ability.

Persistent disruptive or withdrawn behaviours does not necessarily mean that a child has SEND.

The Equality Act (2010) defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term [more than 12 months] adverse effect on his or her ability to carry out normal day-to-day activities.'

2.2 Awareness of types of difficulties and Special Educational Needs and Disability

At Belmont we recognise the importance of early identification of difficulties which may or may not require special educational provision. These difficulties may present themselves at any stage of a child's schooling, and procedures are in place to ensure that all children's needs and progress are carefully monitored. Difficulties may manifest themselves in a variety of ways, including general under-achievement, emotional, social or mental health concern, specific difficulty in certain areas of the curriculum or short-term needs, which should be addressed to ensure they do not escalate. Belmont also recognises that difficulties may not result solely or even mainly from problems within the child but the whole school environment makes a difference.

We make every effort to meet a child's needs as far as staff expertise and health and safety requirements permit. We are very aware of the fact that the age and style of the school building currently presents insurmountable access problems in many areas. Within the physical constraints of the building, the School makes every effort to accommodate the needs of pupils with disabilities and imports specialist help where appropriate.

Current provision includes ramped access to the School via a concrete ramp at the main entrance. All entrance steps are marked for enhanced visibility and there are handrails at two side doors. All stairs, within the School, have been marked with bright yellow lines for improved visibility. Only the ground floor is currently accessible to wheelchair users. There is an accessible toilet close to the main entrance. Further details are in the School's Equality Information and Development Plan.

These four broad areas give an overview of the range of needs that should be planned for. Children's special educational needs and/or disability may include one or a combination of the following:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children with autistic spectrum condition (ASC) are likely to have particular difficulties with social interaction.

Cognition and learning

Children may require support if they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

These types of difficulties may manifest themselves in many ways such as: becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. Children may be diagnosed with disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.

Sensory and/or physical needs

Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

2.3 Procedures assisting the identification of Special Educational Needs and Disability

The process of identification is on-going through the School's carefully monitored tracking system and termly pupil progress meetings. Special educational needs and disability may be identified from any of the following sources, either at the time of a child's entry to the School, or at any time subsequently:

- submission of admission forms and medical records on a child's entry to the School;
- submission of records on a child joining the School from nurseries, playgroups or other schools;
- meetings carried out when a child joins the nursery or reception;
- interviews with parents prior to admission;
- parent consultation meetings;
- informally arranged parents' meetings;
- medical examinations including hearing and vision tests;
- sharing of information by outside agencies, such as health services and social services, including through multi-professional meetings;
- recording of on-going teacher observations and assessment;
- collation of the results of baseline assessment, SATs and formal assessments;
- monitoring of general behaviour such as through the lunch time supervisors' log and through phase meetings;
- concerns raised by a child him/herself which alerts teachers, parents or other adults to a possible need.

2.4 The identification process and stages of assessment and provision

As stated in the Code of Practice, 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

The Special Educational Needs Coordinator (SENCo) meets termly with the Head Teacher, Deputy Head Teacher, year group teachers, phase leader and other members of staff to discuss any areas of concern involving children in each year. This pupil progress meeting is informed by evidence from the School's tracking system and any other of the sources in 2.3 above, and a liaison summary is completed to indicate what action, in the form of additional support and/or monitoring, is to be taken, as well as if a child needs further assessment. The SENCo then modifies the register of children with special educational needs and/or disability in each class. Should a class teacher have a concern related to a child's learning, development, general welfare or behaviour at any time during the school year, such as those noted in Appendix 1, s/he records this concern and monitors it. This is initially done by means of:

- class or group planning sheets on which work is clearly differentiated, and linked assessment where children who fail to meet the planned objectives are noted;
- CPOMS (online monitoring system) in which any incidents of concern relating to health, welfare, emotional, behavioural, or social issues are noted.

Should this concern persist for half a term, it is the responsibility of the class teacher to raise the concern at a liaison meeting or arrange a specific meeting with the SENCo to agree whether to provide for and monitor the child as having SEND. The teacher may arrange this after less than half a term should s/he deem it necessary. Parents must be consulted and their views invited before a child is placed on the Special Educational Needs and Disability Register. Parents may themselves request a meeting if they identify, or an external professional involved with their child's care identifies a special educational needs or disability.

The SENCo keeps the register on the School's management system (currently SIMs but changing to BromCom in January 2025) which lists the type of need. A separate register lists the involvement (current and previous) of external agencies if appropriate and actions taken such as review meetings.

EHCP Needs Assessment

When a child's progress continues to be unsatisfactory despite intervention and support, or when external agencies advise that further action is required, the SENCo may apply for a statutory assessment if the criteria are met. The child then has a multi-professional assessment from the LA and if deemed appropriate, the LA will issue an Education Health Care Plan (EHCP). Parents are also able to request a statutory assessment directly with their borough.

EHCP

EHCPs are only issued for high severity/low incidence cases. Hounslow has very clear criteria that need to be met before an EHCP is issued. If an EHCP is issued, and it is the parents' wish, the School will be asked if it can meet the needs of the child. The School will try to accommodate the needs of the child at Belmont. The School will consider the needs of the child; the wishes of the parents; the support offered by the LA; and the impact on other children in the School. There may be cases where it is not possible in the short term to make provision. For instance, the layout of Belmont over three storeys might mean that it would not be possible to provide for a child immediately. Belmont is committed to improving access. See the School Development Plan and Equality Objectives for details.

2.5 External agencies

Many people are involved in the School's response to children with special educational needs and/or disability. Belmont School liaises closely with the Early Intervention Service which includes:

- Educational Psychologists (EP)
- Educational Welfare Officers (EWO)
- Social Workers
- Family Support Practitioners

Additional advice is available via the Special Educational Needs Specialist Support (SENSS) team for children with physical difficulties or sensory impairments.

In addition, the School liaises with health and medical services including:

- Occupational Therapy (OT)
- Physiotherapy
- Nursing service
- Specialist hospital departments and paediatricians (where parental consent has been obtained for such contact)
- Speech and Language therapy
- CAMHS (Child and Adolescent Mental Health Service)

3. The Management of Special Educational Needs and Disability

3.1 Staffing

- All staff have a responsibility to ensure that every child they teach has access to quality first teaching regardless of their additional needs and that effective provision is made for children with special educational needs and disability. In addition, the School has a SEND Team which consists of:
 - ◇ Deputy Head for Inclusion
 - ◇ SENCo (overseeing Early Years, KS1 and KS2)
 - ◇ Teaching assistants appointed specifically to work with children with EHCPs
 - ◇ Teaching assistants appointed to work with other children on the SEND register

The School requests the advice and support of other professionals from the agencies listed in 2.5 above to meet the needs of the children. Some of these professionals visit children in school to carry out assessments, monitor progress or provide a short-term programme of support.

3.2 Roles and responsibilities

3.2.1 Governing Body

The duty of the Governing Body is to:

- determine, in cooperation with the Head Teacher, the School's general policy and approach to provision for children with special educational needs and/or disability;
- establish the appropriate staffing and funding arrangements to do their best to secure that the necessary provision is made for any pupil who has SEND;
- nominate a governor with special responsibility for SEND who will work with the Head Teacher and SENCo to ensure that the policy is implemented;
- ensure that where the Head Teacher or appropriate governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him/her;
- ensure that teachers in the School are aware of the importance of identifying, and providing for those pupils who have SEND;
- consult with the LA and governing bodies of other schools when it is necessary or desirable to coordinate special educational provision in the area as a whole;
- ensure that pupils with SEND take part in activities with pupils who do not have SEND, so far as it is reasonably practical and compatible with these pupils receiving the necessary special educational provision and with the efficient education of other children and the efficient use of resources;
- have regard to the Code of Practice when carrying out its duties.

3.2.2 Head Teacher/Deputy Head Teacher

It is vital that the Head Teacher and Deputy Head Teacher are kept well informed as their role is pivotal in the communication and monitoring of special educational provision within the School. The role of the Head/Deputy is to:

- maintain an overview of special educational needs and disability throughout the School, monitoring and evaluating the provision under the School's policy;
- ensure that all staff fulfil their roles effectively;
- hold regular liaison meetings with members of the SEND team and external agencies;
- ensure that the Governing Body is kept informed about special educational provision;
- liaise with parents and support services as appropriate;
- deal promptly with behaviour which endangers others;
- ensure that the School provides a safe and secure environment in which all children are given the opportunity to fulfil their potential;
- make every effort to ensure that the LA and other agencies fulfil their obligation to individual children;
- maintain strict confidentiality.

3.2.3 Special Educational Needs Coordinator

The School's SENCo has responsibility for the day-to-day operation of the School's SEND policy for children in the Foundation Stage, Key Stage 1 and Key Stage 2 and also has responsibility to:

- maintain and update the register of children in these classes with SEND;
- monitor the progress of pupils with SEND, overseeing their records and ensuring that they are kept up-to-date;
- ensure that information regarding children's special educational needs and/or disability is disseminated to all members of staff concerned;
- liaise with class teachers and support staff regularly to discuss any areas of concern relating to children in the class and to ensure that all pupils with SEND are identified as early as possible;
- meet with parents of children with SEND and to encourage their participation in the education of their child/ren;
- liaise with external agencies (see 2.5 above) regarding the care and development of individuals;
- support colleagues in matching appropriate resources and techniques to children's learning difficulties;
- contribute to the in-service training of staff;
- inform colleagues of recent legislation and SEND issues;
- monitor the use of SEND resources and to update and purchase resources within the constraints of the budget;
- keep the Head Teacher/Deputy informed of SEND issues within each key stage;
- review and update the SEND policy as required;
- maintain the electronic database of SEND pupils.
- arrange termly liaison meetings with SEND governor.

In addition, it is the role of the SENCo to:

- meet with SENCos from other schools and LA advisors at liaison meetings or network meetings/ forums and to disseminate information to colleagues as appropriate;
- take the lead in managing provision for pupils on the special needs register; this includes:
 - ◊ assisting in the identification and assessment of SEND or arranging for assessments to be made by external professionals
 - ◊ advising class teachers on monitoring their implementation.
 - ◊ coordinating the input from external agencies, class teachers, support assistants, pupils and parents;
 - ◊ ensuring that individuals are supported according to their level of need, within the classroom and, where appropriate, in a temporary withdrawal situation;
- liaise with support assistants and special support assistants to ensure that appropriate support is being provided;

- provide/organise training for all TA's to address their training needs as outlined in connection with the School Development Plan.
- organise and lead all annual reviews for all children with EHC Plans.
- refer a child for a Team Around the Child (TAC) meeting if their needs are not being met under the code of practice.
- be available to be the lead professional in any TAC carried out on an individual child if the 'team around the child' agree that it is appropriate to do so.
- provide support for children individually or in small groups outside the classroom, for whom the appropriateness of such support has been identified;
- ensure that records are passed to special educational needs and disability staff at receiving secondary schools and to attend transfer meetings, where appropriate;
- maintain strict confidentiality.

3.2.4 Class teachers

In every class there will be children with a range of SEND. As the person with daily contact and the responsibility for ensuring that all members of the class have access to a broad, balanced, relevant and differentiated curriculum, the class teacher has a key role to play to:

- provide quality first teaching to all children to allow access to the full curriculum through careful planning, differentiating work as appropriate to the needs of individuals within the group;
- record and monitor any concerns s/he may have regarding a child by means of CPOMS and through informal assessments;
- consult the SENCo, should concerns indicate the need for a child to be on the special needs register;
- take responsibility for managing provision for each child in the class with SEND
 - ◊ gathering information about the child from pupil records, formal and informal assessments, consultations with parents and the child him/herself to inform assessment of the child's special educational needs and/or disability
 - ◊ advising parents, if appropriate, to take the child for sight and/or hearing test
 - ◊ providing special help within the normal curriculum framework, through increased differentiation and the support of teaching assistants
 - ◊ monitoring and reviewing the child's progress
- for all children on the SEND register, to gather relevant information to aid planning and target setting;
- provide suitable resources and learning materials in consultation with the SENCo;
- for pupils at the SEN Support stage, use the Assess, Plan, Do and Review method to identify outcomes and suggested intervention. These are to be reviewed regularly in conjunction with the allocated SEND teaching assistant (if relevant) and parents;
- be aware of child protection issues and to communicate concerns to the Head Teacher/Deputy;
- communicate relevant information to the SENCo, the Head/Deputy, other staff members and parents;
- provide a secure learning environment in which all children feel safe and valued;
- manage the work of allocated teaching assistants to ensure children's needs are met;
- contribute and attend annual reviews of children with EHCPs that are in their class.
- maintain strict confidentiality.

3.2.5 Teaching assistants

Teaching assistants are members of the SEND team and, as such, assist the SENCo and class teachers in meeting the needs of SEND pupils.

The role of teaching assistants is to:

- support children with SEND under the direction of the class teacher and/or SENCo (some assistants are appointed specifically to support children with EHCPs);

- participate in planning as appropriate, record learning outcomes and carry out and record day to day assessments;
- maintain appropriate records for each child with whom they work;
- prepare suitable learning resources;
- meet regularly with the SENCo for SEND information meetings and to keep him/her informed of any issues;
- participate, as appropriate, in meetings with parents about children whom they support;
- contribute to annual reviews in conjunction with the class teacher and SENCo if supporting a child with an EHCP;
- maintain strict confidentiality.

3.2.4 Early Years practitioners, welfare assistants and lunch time supervisors

In the course of their work, EYPs, welfare assistants and SMSAs may support children with special educational needs and/or disability in a variety of ways to:

- help to implement programmes drawn up for individuals by the class teacher or SENCo;
- aid in the integration of children with SEND in the mainstream classroom and playground;
- provide emotional support for children experiencing emotional or behavioural difficulties;
- tend to the physical needs of children and refer health concerns;
- maintain strict confidentiality.

3.3 Partnership with parents

Belmont School recognises the vital role that parents, including all those with parental responsibility, have as partners in the education process with their unique knowledge of their children as individuals. We are committed to involving parents from the earliest stage of a concern being identified and recognise that they are able to give particular insight into a child's special educational needs and/or disability. Parents are invited to discuss their child's individual needs and progress and to take an active role in their child's education. We also encourage them to initiate discussions with the School to voice any concerns they may have or observations they have made regarding their children. To facilitate this:

- Meetings are arranged when children enter nursery and reception and parents are asked to give background information regarding their child's interests and competence in different areas;
- when children enter the School, other than in nursery or reception, parents are asked to arrange an appointment with the Head Teacher for discussion, before their child is admitted;
- we inform parents promptly of any emerging concerns the School may have, either verbally or by letter;
- parents are invited into school to discuss any such concerns and, in particular, when the School feels it is appropriate to add the child to the SEND register;
- class teachers and SENCo are available by appointment if parents have concerns, or wish to discuss a child's needs further;
- we inform parents of forthcoming assessments and give them the opportunity to meet members of outside agencies, whose advice has been sought, to discuss the outcomes of any such assessments and to contribute to the Assess, Plan, Do and Review process;
- targets for each child are drawn up with the involvement of parents, the child, the class teacher, teaching assistant and, where appropriate, members of external agencies. As part of the process of review and target setting, ways in which parents can best support their child's education, both at home and at school, are discussed and agreed
- a range of strategies are used to communicate children's achievements to parents, for example via the home school book, or by means of a reward system (see Behaviour Policy);
- parents of all children are sent an annual report which can be discussed at the summer term parents' drop in.
- the School offers advice and support for parents of children with special educational needs and/or disability either internally or through putting parents in touch with appropriate outside agencies or support networks;

- the School sends out an Inclusion leaflet as part of the welcome pack for parents of new children. This explains the School's response to disclosure of any needs or disabilities, and encourages such disclosure to enable the School to overcome any barriers to inclusion.

Should parents have a concern about their child, they should, in the first instance, approach their child's class teacher who will involve the SENCo or Head Teacher/Deputy as appropriate. If the child is already on the special educational needs register and there is a concern regarding the way in which his/her needs are being addressed the parent should make an appointment directly with the SENCo.

3.4 Pupil participation

Children who are capable of forming opinions have the right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age maturity and capability of the child.

See articles 12& 13 UN convention on the rights of the Child

Children are actively involved throughout Belmont School. Children have increasing responsibility for their own learning through involvement in target setting and monitoring their progress against targets and success criteria. Pupils have the opportunity to 'have a say' both in class and through forums such as the School Council. Children with special educational needs and/or disability are fully part of these processes and also have direct input to the provision in place to meet their own needs. The level of pupil involvement increases through the School as pupils mature and are able to reflect on their own difficulties. Helping children to understand the nature of their difficulties and valuing their strengths also proves empowering.

The views of children with EHCPs are obtained prior to an annual review and where appropriate some children may attend the meeting to state their views. Other children on the special needs register are given opportunities to reflect on their progress and targets. They may be encouraged to be present at all, or part, of a discussion with parents to share their views and hear those of others. Children are made aware of changes in their programme and of any visitors who may be observing or assessing them.

3.5 Complaints

Parents should initially discuss any concerns or complaints with the class teacher and SENCo. They may then decide to refer the matter further to the Head Teacher/Deputy. Any official complaints should follow the complaints procedure available from the school office or website.

3.6 Behaviour management

The School has a clear behaviour policy and established strategies for rewards and sanctions. We believe that consistent reinforcement of positive behaviour and recognition of achievement raises pupils' self-esteem and helps maximise learning. Likewise, clear boundaries and expectations for behaviour facilitate the establishment of an optimum learning environment for all. All children have the right to access the curriculum. When there is a child with a particular behaviour difficulty that could impact on their ability to use equipment safely, such as in DT, additional adult supervision is carefully targeted for these children where necessary. This ensures the safety of themselves and the other members of the class. Children with SEND are protected from any discrimination or bullying.

A number of children have emotional, social and mental health difficulties which significantly hinder them from achieving their potential in class and/or making use of the educational opportunities and facilities provided by the School for children of the same age. For these children it is appropriate to register their needs and assess their difficulties thoroughly following the stages outlined in 2.4 above. It may be that some of these children have other registered special educational needs and/or disability e.g. a learning difficulty or speech and language

difficulty but whether or not this is the case, targets should be set for the child in relation to his/her emotional and mental health needs. Strategies are put into place to support the child in line with the behaviour policy and with the involvement of external professionals as appropriate. As with other areas of SEND, it is important that staff keep evidence of the child's achievements and difficulties and make note of any relevant observations, incidents and conversations. This evidence is to aid the process of identification and assessment and for the purpose of monitoring the effectiveness of strategies and provision.

3.7 Allocation and maintenance of resources

Materials to support the teaching of children with SEND are available from the SENCo's office, Ebony Room and Beech Room. These may be borrowed to facilitate individual learning programmes. Online resources such as BBC Dance Mat Typing and Nessy are used regularly. A number of laptop word processors are available for use by individuals in classrooms.

From April 2013, schools are now required to fund the first £6,000 of a child's EHCP from the SEND devolved funding from the LA. Any extra attached funding will be topped-up by the LA.

3.8 Maintenance of records

The Special Educational Needs and Disability Register is located on the school's management system with the SEND records for each child secured in locked filing cabinets in the admin and SENCo offices.

A list of the needs of children in each class is kept in class SEND file, which are confidential on a 'needs to know' basis. Current target plans are also included in the class SEND file to assist in the delivery of suitable learning programmes for each child as well as relevant background information that adults working with the child need to know such as EP reports and medical information. Class teachers are required to ensure that copies of all paperwork, including target plans, any letters from parents pertaining to a child's needs and, where appropriate, evidence such as incident reports and behaviour contracts are kept in the class SEND file and copied to the SENCo to be filed in the child's central SEND record.

Teaching assistants keep their own folders of planning and assessment for the intervention programmes they teach and make these available to class teachers and SENCo to aid future planning. Teachers taking groups of children from different classes are expected to familiarise themselves with Special Needs information from the child's class SEND file and discuss any concerns with the class teacher or SENCo.

At the end of each school year the last review and current target plan are passed on to the receiving teacher in the class SEND file along with any relevant reports and information from outside agencies.

Individual pupils' records are accessible during liaison meetings between the SEND team and other members of staff. Copies of the outcome of review meetings are made for all parties involved.

3.9 Special Educational Needs and Disability in-service training

Belmont is committed to:

- ensuring that all teachers have training in SEND as part of their on-going professional development;
- ensuring appropriate training for support assistants appointed to assist in meeting the needs of children with SEND;
- ensuring that the SENCo attends regular SENCo network meetings within the borough and cascades the information to staff;
- ensuring the SENCo is adequately trained to fulfil their responsibilities

- inducting newly qualified and newly appointed teachers into the working of the School's SEND policy;
- encouraging regular liaison in school between staff working with children with SEND, to share strategies for successful implementation of resources, behaviour management, differentiation of the curriculum etc. This may be by means of:
 - ◊ regular SEND team meetings
 - ◊ phase meetings
 - ◊ year group planning meetings
 - ◊ whole staff briefing meetings;
- providing opportunities for members of the SEND team and other staff, as appropriate to consult with professionals from external agencies.

The SENCo maintains an overview of the School's INSET needs with regard to SEND. The need for whole staff, phase or other school-based INSET is assessed and training is arranged in areas identified as priorities under the School Development Plan.

The SENCo arranges termly training sessions for support assistants giving an opportunity for all the SEND teachers and assistants (and SEND governor) to meet together as a team. Each session also has a particular focus (for example questioning in mathematics, managing behaviour, teaching guided reading) and may involve external agencies (for example Speech and Language training).

Teachers and teaching assistants are encouraged to attend courses related to SEND on an individual basis, to further their professional development, with agreement from the School's professional development coordinator. Priority is given to staff to attend courses related to the particular needs of children within their care. The SENCo draws the attention of staff to suitable courses and/or literature as information comes into school. Governors' training in SEND is provided regularly by the borough with opportunities for liaison with school SENCos.

4. Policy Review

This policy will be reviewed annually, according to changing circumstances and/or legislation, by the SENCo and a working party of staff and governors.

5. Success Criteria

The success of this Policy may be measured by the degree to which the School has:

- identified and made initial assessment of a child's special educational needs and/or disability at the earliest stage possible, i.e. within a term of the child's admission or of the difficulty being made manifest;
- met the needs of a child with SEND, i.e. for the child to have shown significant improvement in the area/s of need identified;
- referred a child promptly to outside agencies where evidence indicates that the child's needs require more specialist provision;
- followed the DfE Code of Practice for Special Educational Needs and the LA procedures.