



SEND Policy

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1. AIMS

All children and young people are entitled to an education that is appropriate to their needs, promotes ambitious standards and the fulfilment of their potential. This should enable them to:

- achieve their best.
- become confident individuals living fulfilling lives.
- make successful transitions into adulthood, whether into employment, further/higher education or training (Code of Practice 6.1).

Belmont School is committed to meeting the Special Educational Needs and Disabilities (SEND) of pupils so that they make progress both academically and holistically. We use our best endeavors to secure the special educational provision required for each pupil and ensure children, young people and parents are fully involved in decisions about support, in line with the Children and Families Act 2014 and the SEND Code of Practice.

In line with Belmont School's mission statement, our SEND policy aims to:

- Set out how we will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in working with our pupils with SEND.
- Explain how we provide support to all children, and how they access and receive support with their learning.
- Highlight the processes, provisions, and support in place to ensure all students have access to the appropriate resources to enable them to complete their work to the best of their ability, and to remain happy, healthy, and cared for within our school.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislations:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.
- [Equality Act 2010](#) which provides advice for schools DfE (updated June 2014)
- [Statutory Guidance on supporting pupils at school with medical conditions 2014](#) (updated August 2017)

While not a statutory requirement for independent special schools, Belmont School follows best practice by ensuring our SENCO holds or is working towards the National Professional Qualification (NPQ) for SENCOs (or the predecessor NASENCo), in line with the standards set out in the Special Educational Needs and Disability (Amendment) Regulations 2024.

3. DEFINITIONS

Code of Practice

Special educational needs (SEN)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

Special educational needs (SEN)

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age,

or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

Special educational needs (SEN)

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made for other children or young people of the same age by mainstream schools.

Identifying and assessing SEND for pupils whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

4. SEND INFORMATION REPORT

The four areas of need that Belmont School provides for.

Children or young people will have needs that fall into at least one of the four areas of need, frequently more than one are. Belmont School currently provides additional and/or different provisions within the four areas of need including:

- Communication and Interaction, e.g., autistic spectrum disorder (ASD), speech, language, and communication difficulties (Code of Practice 6.28-6.29).
- Cognition and Learning, e.g., dyslexia, dyspraxia, dyscalculia, or moderate learning difficulties (Code of Practice 6.30-6.31).
- Social, Emotional, and Mental Health difficulties (SEMH), e.g., children/young people who are withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration including attention deficit hyperactivity disorder (ADHD) (Code of Practice 6.32-6.33).
- Sensory and/or Physical needs, e.g., visual impairment, hearing impairment, physical disabilities (Code of Practice 6.34-6.35).

It is important to note that not all behavioural issues are linked to SEMH and may reflect other underlying difficulties. Children and young people with some health or disability conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition (Code of Practice).

5. ROLES AND RESPONSIBILITIES

The SEND Team

The SENCO at the primary site is Nicola Haworth, who also serves as the Deputy Headteacher, and her contact details are

Nicola.haworth@belmont-school.co.uk

She oversees SEND provision at the primary phase, supports strategic development, and works with staff and external agencies to ensure pupils with SEND receive effective support and high-quality teaching.

The Assistant SENCO is Lucy Harper, and her contact details are

Lucy.Harper@belmont-school.co.uk

She assists with the coordination of SEND provision, supports teachers in meeting pupils' needs, and helps monitor the impact of interventions and the graduated approach.

The Assistant Headteacher of Inclusion/SEND is Simon Moorhouse, and his details are

Simon.Moorhouse@belmont-school.co.uk

He supports whole-school strategic development of SEND, works closely with the SENCO team to promote inclusive practice, and helps oversee the graduated approach and coordination of provision for pupils with SEND.

The SENCO Lead at the secondary site is Sally Murphy, and her contact details are

Sally.Murphy@belmont-school.co.uk

She leads the coordination of SEND across the secondary phase, supports colleagues in delivering high-quality, inclusive practice, and ensures effective implementation of the graduated approach and provision for pupils with SEND.

The Assistant SENCO is Nisha Stocks, and her contact details are

Nisha.Stocks@belmont-school.co.uk

She supports the implementation of SEND provision, works with staff to ensure appropriate adjustments and interventions, and contributes to assessment, planning and review processes for pupils with SEND.

The SEND Administrator is Edward Shaw, and his contact details are

Edward.Shaw@belmont-school.co.uk

He provides administrative support to the SEND Team, maintains accurate records, coordinates meetings, and supports communication with families and external professionals.

The department and duties are shared between the SENCO, Assistant SENCO and SEND Administrator.

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues, and work with staff, parents, and multi-disciplinary professionals, and all other stakeholders to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Confer with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and examination access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Consult with the Clinical Team around therapeutic support and interventions.

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Form Tutors and Class/Subject Teachers

Each form tutor and class/subject teacher is responsible for:

- The progress and development of every pupil in their class through high quality teaching.
- Working closely with Teaching Assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Providing information, reports and attending review meetings based on the person-centred principles.
- Ensuring they follow this SEND policy and other relevant policies in school.
- Utilising relevant cascaded information to ensure planning incorporates the SEND of pupils.
- Directing support workers in supporting SEND within their classroom.

All Non-teaching Staff

All non-teaching staff are responsible for:

- The progress and development of every pupil in their class or intervention group.
- Collaborating closely with teachers and/or specialist staff to help plan and implement interventions and how they can be used in the classroom.
- Working with the SENCO to identify SEND needs of pupils and help with information for relevant referrals.
- Ensuring they follow this SEND policy.

6. IDENTIFYING NEED AND THE GRADUATED APPROACH (ASSESS-PLAN-DO-REVIEW)

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Form Tutors and class/subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.

- Fails to match or better the child or young person's previous rate of progress.
- Fails to close the attainment gap between the child or young person and their peers.
- Widens the attainment gap.

Assess – Form tutors and class/subject teacher and SEND Team analyse the needs using assessment, prior attainment/behaviour, comparisons with peers/national data, views of parents/carers and the pupil, and where relevant, external advice.

Plan – We agree clear, measurable outcomes, provision and review dates with parents/carers and the pupil, and record who is responsible.

Do – The form tutor and class/subject teacher remains responsible for the pupil's progress, implementing the plan with support from support staff and/or specialists.

Review – We evaluate impact termly, or more frequently where appropriate, and share this with parents/carers during the annual review process.

We take particular care when assessing pupils with English as an Additional Language to distinguish between language acquisition and possible SEND. Difficulties related solely to EAL are not SEN (Code of practice 6.24).

7. CONSULTING AND INVOLVING PUPILS AND PARENTS.

We will have a discussion with the pupil and their parents/carers before enrolling a young person at Belmont School.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents'/carers' concerns.
- Everyone understands the agreed outcomes sought by the child or young person.
- Everyone is clear on what the next steps are.
- Ensure everyone understands the provision, support, and ethos and expectations of the school before agreeing a placement.
- We will also consult with parents/carers before making any referrals to medical professionals or therapists.

8. SUPPORTING / TEACHING OF PUPILS

Supporting pupils moving between phases and preparing for adulthood.

We share SEND information with next providers as required. From Year 9 onwards (and earlier where appropriate), annual reviews explicitly address Preparing for Adulthood outcomes:

1. education, employment and training.
2. independent living.
3. community inclusion and friendships.
4. being as healthy as possible in adult life.

Provision to achieve these is recorded in the EHC plan and reviewed annually. Pupil voice is gathered using the My Plan page of the EHCP as well as through pupil view forms prior to annual reviews or PEP meetings.

- Careers advice and support from our career adviser and within PSHE.
- Independent living skills embedded in subjects (e.g., Food & Nutrition, PSHE, Horticulture).

Our approach to teaching pupils with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will differ for individual pupils.

We will also provide the following interventions dependent on pupil needs:

- Mathematics and literacy interventions.
- Brick Club.
- Wellbeing approach.
- Trauma Informed Practice (TIP) including the PACE approach (Playfulness, Acceptance, Curiosity, Empathy).
- SALT, OT, and Psychotherapeutic interventions.
- A broad and balanced curriculum.

Adaptations to the curriculum and learning environment.

We make the following changes to ensure all pupils' needs are met:

- Adaptive teaching across the curriculum to ensure all pupils can access it, e.g., grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing i.e., visual timetables, writing frames.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.

- Adaptive teaching strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding.
- Understanding each pupils preferred learning style and providing learning opportunities to meet their specific needs.
- Specialist teaching and support staff.

Under the Equality Act 2010, we make anticipatory reasonable adjustments, including the provision of auxiliary aids and services, and we maintain an Accessibility Plan (published on our website) to increase curriculum access, improve the physical environment, and improve the availability of accessible information.

Additional support for learning and external agencies

We have teaching and support staff to enable the delivery of interventions such as Brick Club, Renaissance, Nesy, My Happy Mind. Teaching Assistants will be provided to support pupils on a 1:1 basis where an EHCP specifies. Teaching Assistants will support pupils in small groups (up to 2 TAs per group with a maximum of eight pupils, in addition to the class/subject teacher) across the school.

We work with the following agencies to provide support for pupils with SEND: Clinical Services by OFG – providing SALT, OT, Psychotherapeutic intervention.

Educational Psychologists.

Alternative provision companies.

Expertise and training of staff

We have a devoted team of professionals within the SEND department at Belmont School including Deputy Headteacher/SENCO, Assistant Headteacher of Inclusion/SEND, SENCO Lead, Assistant SENCO, and a SEND Administrator.

We have a team of Teaching Assistants, who all receive an induction that involves specific training to ensure they have the required expertise and training to deliver SEND provision. Full staff training occurs throughout the academic year. This happens in a variation of delivery methods including external agency delivery, specialist courses and in-house training. This training occurs on INSET days and during weekly staff training sessions. The training programme ensures Belmont School can support staff in providing high-quality teaching and support as well ensuring the requisite skills and expertise to be able to meet the social and emotional development of our pupils.

In the last academic year, staff training, as a minimum, has included:

- Safeguarding

- Therapy approaches
- CPI Training
- First Aid
- Supporting pupils with SEND
- Trauma Informed Practice (TIP)
- Ask, Accept, Develop (AAD)
- Total Communication (SALT)

We use specialist staff for Therapy sessions, Mathematics and English sessions, pastoral support, and literacy interventions.

SEND CPD is reviewed annually as part of the whole-school training plan.

Securing equipment and facilities.

Due to the nature of our school, certain specialist equipment is available for all our pupils dependent on their needs. If a new need is identified, or during the graduated approach it is identified a piece of equipment may enhance a pupil's learning, we will source funding, if required, and purchase this equipment through our list of approved suppliers.

This includes and is not inclusive to:

- Access to sensory equipment.
- Access to fidget tools, visual aids, therapy putty.
- Specialist pens to assist writing.
- Coloured resources e.g., overlays, exercise books, paper, reading rulers, tinted screens (interactive whiteboards and PCs).
- Assistive technology for recording work and/or communicating e.g., AAC devices, laptops, reading pens, speech-to-text software.

Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for pupils with SEND through the graduated approach and this includes:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after each term or half-term, dependent on the intervention and need.

- Pupil views and voice captured routinely.
- Monitoring by the SEND Team.
- Annual reviews for each pupil.
- Regular staff meetings to review progress.

Emotional and Social Development

- Timetables form-time sessions that promote teamwork and friendships.
- Weekly celebration assemblies.
- Pastoral Team access (individual support, sensory/movement breaks, pupil management plans).
- Brick-based therapy and clinical intervention where outlined in an EHCP.
- Movement/sensory breaks integrated into timetables where needed.

Belmont School has a zero-tolerance approach to bullying.

Pupils with Medical Conditions

We comply with DfE statutory guidance on supporting pupils at school with medical conditions. We maintain a separate policy; implement individual healthcare plans; ensure staff training; keep appropriate records; and plan to ensure full participation in curriculum, trips and off-site activities.

Working with other agencies.

At Belmont School, we work with external agencies to enhance the support we can provide for our pupils to further support their SEND needs.

This includes but is not exclusive to:

- **Local Authorities** – to ensure the placement and support offered is meeting the pupils needs.
- **Social Workers** – to help meet pupils' wider social needs and keep communication channels open to be able to best support both pupils and their families.
- **CAMHS/CYPMHS** – to offer specialist support to our pupils, Belmont School will make referrals and liaise with mental health workers to gain support and advice for the pupil, families, and the school.
- **Educational Psychologists** – for further assessment on the child/young person to ensure that the school has the most appropriate strategies in place to support them.
- **Clinical Service** - offers a range of services from Occupational Therapy, Speech and Language Therapy, and Psychotherapeutic sessions for all pupils, in small groups or individually, as deemed appropriate to their individual needs.

- **Enterprise Business Partnerships Northwest** - offer bespoke information and guidance support packages that reflect the needs of learners in both SEND, alternative and mainstream school settings.

9. COMPLAINTS ABOUT SEND PROVISION.

Complaints about SEND provision in Belmont School should refer to the school's Complaints Policy.

In addition, families can access local authority disagreement resolution and mediation services. Parents and young people may appeal certain decisions to the First-tier Tribunal (Special Educational Needs and Disability), including disability discrimination claims.

10. CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND.

These services vary depending on your child's local authority. Due to the nature of our school, we have children from a variety of different areas on role, therefore, the local offer from each authority will differ.

We are a Lancashire school and you can find the LCC local offer using the link below:

[Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](#)

For further information please contact the school SENCO Lead or the Local Authority where you reside who can share the relevant information.

Key Contact details

Safeguarding concerns:

Primary

Michelle.Jolly@belmont-school.co.uk

Secondary

Michelle.Jolly@belmont-school.co.uk

Danielle.Davis@belmont-school.co.uk

Wayne.Charnley@belmont-school.co.uk

SENCO support/EHCP concerns:

Primary

Nicola.Haworth@belmont-school.co.uk

Secondary

Sally.Murphy@belmont-school.co.uk

Curriculum concerns:

Primary

Melissa.Johnson@belmont-school.co.uk

Secondary

Lee.Thompson@belmont-school.co.uk

11. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy operates in conjunction with Belmont Secondary School's other policies including:

- SEND Information Report (published and reviewed annually on the school website; see SEND Regulations 2014, Reg. 51/Schedule 1).
- Accessibility Plan (Equality Act 2010, reviewed annually).
- Admissions, Anti-bullying, Assessment, Behaviour, Child Protection and Safeguarding, Complaints, Curriculum, Marking and Feedback, Staff Code of Conduct.

12. MONITORING AND EVALUATION ARRANGEMENTS

The SENCO Lead and Assistant Headteacher for Inclusion/SEND monitor the implementation of this policy through lesson visits, work sampling, provision reviews, pupil voice and data analysis.

This policy is reviewed annually unless changing circumstances require an earlier review. The policy applies across both primary and secondary phases.



Outcomes
First Group