

## MICKLEOVER PRIMARY SCHOOL

**Name of Policy:** Special Educational Needs and Disability (SEND)

**Date of Policy:** January 2026

**Member of Staff responsible:** Miss L Payne

**Review date:** January 2027

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

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## SPECIAL EDUCATIONAL NEEDS and Disability (SEND) POLICY

### STATEMENT OF INTENT

At Mickleover Primary School, we put the important values of care, tolerance and respect for every child at the centre of our teaching. We recognise that every child is a unique individual, each with his or her own educational, emotional, behavioural and social needs. We aim to foster a happy, family environment where children feel accepted, and are comfortable and relaxed enough to express their emotions and to reach their full academic potential.

Our primary aim is to integrate pupils with Special Educational Needs and Disabilities (SEND) into the academic and social life of the school so that they feel enabled to achieve their full potential.

### THE SEND AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a suitably differentiated curriculum appropriate to the individual's needs and strengths through high quality first teaching.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress; attainment and emotional well-being.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have additional needs at some time during their school life. In implementing this policy, we believe pupils will be supported to overcome any barriers to their learning and personal development.

At Mickleover Primary School, the Special Educational Needs and Disabilities Co-ordinator (SENDCO) has developed the SEND policy in consultation with the head teacher, Mr S Welsh, and the governor with responsibility for special needs, Mr Peter Barker. Our policy and approach to children with SEND is in line with the Graduated Response Approach to Special Educational Needs held by the Local Authority (LA). We believe that, whilst many factors contribute to the range of difficulties experienced by some children, much can be done to overcome them through parents, teachers and pupils all working together.

### IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A child or young person is identified as having Special Educational Needs if he or she has a learning difficulty, diagnosis or disability which calls for **special educational provision** to be made for them.

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

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

**or**

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- has a disability which prevents or hinders him or her from making use of educational facilities provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Identifying and assessing SEN for children whose first language is not English requires particular care. Practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

*SEND Code of Practice May 2015*

## **SPECIAL EDUCATIONAL PROVISION**

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. Special educational provision should be matched to the child's identified SEND. Children's special educational needs are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Individual children often have needs that cut across all of these areas and their needs may change over time. Mickleover Primary School will have due regard for the *Special Needs and Disability Code of Practice (2015)* and the *Children and Families Bill (2013)* when carrying out our duties towards all pupils with special educational needs.

## **STAFFING**

The SEND team at the school is:

- Miss L Payne (SENDCO)
- Mrs H Coyle (Inclusion Manager)
- Mr S Welsh (Headteacher)
- Mrs Sarah Haynes (Inclusion teaching assistant)
- Mr Peter Barker (School Governor with responsibility for SEND)

All teachers are teachers of SEND children and all staff have responsibility for meeting the needs of the children whom they teach and support.



## **ADMISSIONS**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission'.

All pupils at Mickleover Primary School are entitled to and receive a broad, balance education. Through careful planning, the school aims to provide continuity and progression of learning through high quality teaching, offering equality of access and opportunity for all our pupils, including the very able and the less able.

## **INCLUSION**

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## **EVALUATING THE SUCCESS OF OUR SEND POLICY**

In evaluating the success of this policy, the views of the following will be considered:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Provision Plan (PP) targets
- Use of standardised tests
- Evidence generated from Provision Plan review meetings

## **ALLOCATION OF RESOURCES**

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

At Mickleover Primary School, we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes through high quality first teaching. Every effort is made to ensure that they have full access to the school curriculum and are

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integrated into all aspects of school life, where possible. The SEND Code of Practice (2015) makes it clear that all teachers are teachers of pupils with Special Educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring differentiated or additional support are identified at an early stage.

## **EARLY IDENTIFICATION**

The school places a strong emphasis on the early identification of pupils with Special Educational Needs and Disabilities (SEND). Teachers are supported through a clear, step-by-step identification process to ensure pupils' needs are identified promptly. See the process of early identification and implementation in the appendix. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment.
- Their attainment of age related expectations in the core curriculum areas of numeracy, reading and writing.
- Standardised screening or assessment tools.
- Reports or observations
- Records and information from feeder schools, nursery and pre-school settings
- Records and information from health and social care professionals
- Information from parents and carers
- Summative and end of Key Stage assessment results

## **SEND PROVISION**

On entry to school at the Foundation Stage, each child's attainment will be assessed, using Early Learning Goals. This will help to inform the school of a child's aptitudes, abilities and attainments; it will be used to improve continuity in learning when he/she transfers from the Foundation Stage to Key Stage 1. The records provided help the school to plan and implement appropriate, differentiated learning programmes.

For pupils with identified SEND the SENDCO/class teacher will use these records to:

- Provide starting points for an appropriately adapted curriculum
- Identify the need for any targeted support within the classroom or at different points during the school day
- Assess learning difficulties/barriers to learning
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach
- Involve and liaise with other professionals and agencies.



## THE RANGE OF PROVISION

A range of provision is provided by school to meet the needs of those children identified as having Special Educational Needs. This provision may include:

- Learning taking place within the classroom with additional help and support provided by the class teacher, or TA, through a differentiated curriculum.
- Targeted intervention sessions (one to one or small group) within/outside of the classroom to work with a teacher or TA on a specific programme of work
- Support from outside agency specialists (E.g. STePs Team/Advisory teachers for children with Autism/Hearing Impairment/Visual Impairment/Physical Impairments; Educational Psychology)
- Support from the Speech and Language Therapy service through assessments and therapy programmes
- Targeted support for children with social and communication difficulties through access to the school's nurture group; Inclusion Manager and Inclusion TA

## ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be taken with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems are arising from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Outside agencies such as 'The New Communities Achievement Team' will be contacted if necessary to provide additional support.

## MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between a pupil and their peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour and/or attitudes to learning
- Shows improvements in a pupil's emotional well-being

If, after completing an Initial Concerns checklist and monitoring progress, a pupil is not making sufficient progress, the class teacher will consult with the SENDCo. Together, they will review strategies and provision and where Wave 2 support, beyond normal class provision is required, the pupil will be placed on the SEND register.



If further support is needed, the school may refer the pupil to the Single Point of Access (SPOA) or other appropriate external professionals. The school may also involve an Educational Psychologist to help inform provision.

Where concerns persist despite sustained Wave 2 intervention and the Local Authority's Graduated Response, the school may request an Education, Health and Care Needs Assessment (ECHNA), in line with Local Authority criteria. Parents are fully consulted and involved at every stage and may also request an EHC Needs Assessment directly through the Local Authority.

## RECORD KEEPING

The school will record the steps taken to meet individual pupil's needs. The SENDCO will maintain the records and ensure access to them. These will be on appropriate media, and updated termly at review meetings. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health / social services
- Information from other agencies

## SEND SUPPORT

SEND Support provides intervention that is additional to or different from the adapted curriculum and is delivered through the graduated response.

**Wave 1:** High quality, inclusive teaching (Quality First Teaching), including appropriate adaptations and classroom strategies.

**Wave 2:** Targeted group or individual interventions to support pupils working towards age-related expectations, including academic, social and emotional support.

**Wave 3:** Highly personalised support, which may include involvement from external agencies, alternative provision and consideration of an Education, Health and Care Plan (EHCP)>

SEND Support is initiated where evidence shows limited progress despite high-quality teaching, including ongoing difficulties in learning, communication, emotional regulation or physical/sensory needs. The SENDCO works with the teachers and parents to assess needs and plan provision, while class teachers remain responsible for delivering support and monitoring progress.

## NATURE OF INTERVENTION

The SENDCO, in collaboration with the class teacher, will decide on the action required to help a pupil progress. Based on the results of previous assessments and observations, the action might be:

- Deployment of TA staff to work with the pupil

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- Specific teacher input
- Provision of alternative learning materials / equipment
- Small group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more efficient strategies
- Access to Local Authority (LA) support services for advice on strategies, equipment or staff training

### **INDIVIDUAL PROVISION PLANS (WAVE 2 AND 3 SUPPORT)**

Pupils receiving SEND Support will have an Individual Provision Plan (IPP), records appropriately. The IPP identifies the pupil's Primary Area of Need (PAN) and outlines provision that is additional to or different from the adapted curriculum.

Each IPP includes SMART targets, agreed strategies and interventions, expected outcomes, and review dates. Progress and outcomes are reviewed termly, with parents and pupils involvement wherever possible.

### **INVOLVEMENT FROM OUTSIDE AGENCIES**

Where concerns persist despite sustained, high-quality provision, the SENDCo, with parental consent, seek advice from external agencies. External professionals may assess the pupil, review progress, and advise on appropriate targets strategies, which will be incorporated into the pupil's provision.

### **REVIEWING PROVISION PLANS**

The provision plans will be discussed and reviewed three times a year with the class teacher and parents, with the SENDCo present where appropriate.

### **REQUEST FOR AN ASSESSMENT OF EDUCATION HEALTH AND CARE NEEDS**

The school can request an Education, Health and Care (EHC) Needs Assessment where a pupil continues to cause significant concern despite sustained, individualised SEND Support and meets Local Authority criteria. The required criteria checklist will be completed in relation to the pupil's Primary Area of Need, with Educational Psychologist involvement where appropriate. An EHC assessment may also be requested by parents or external agencies.

When moving forward with a request for an EHC Assessment, the school will pass on the following information:

- The action followed as part of the SEND Support which the child has already received
- The pupil's provision plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Information on pupil attainment towards Age Related Expectations.
- Other relevant assessments from specialists such as Educational Psychologists or Community Paediatrician
- The views of parents

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- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will normally be granted where, after an EHC needs assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an EHC Assessment does not inevitably lead to an EHCP.

An EHC Plan will include details of learning objectives for the pupil. These are used to develop targets that are in the pupil's individual provision plan

## REVIEWS OF EDUCATION AND HEALTH CARE PLANS

EHC Plans are reviewed annually. The SENDCo will organise these reviews and invite:

- The child's parents
- The child if appropriate
- The relevant teacher(s) or teaching assistant(s)
- Any person the LA considers appropriate
- Any person the SENDCO considers appropriate
- Representatives from outside agencies who work with the pupil

The aim of the review will be to:

- Assess the pupil's progress in relation to the Plan targets
- Review the provision made for the pupil in the context of the National Curriculum and expected progress and attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

Year 5 reviews will indicate provision required in Secondary School. At Year 6 reviews, the SENDCo of the transfer school will be invited to attend, in order for appropriate planning for the new school year to take place. It also gives parents the opportunity to liaise with Secondary colleagues.

With the time limits set out in the Code of Practice, the SENDCo will write a report of the annual review meeting and forward it, along with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an Education and Health Care Plan.



## THE ROLE OF THE SENDCO

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the School's policy and provision. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Analyse and evaluate data and/or practice to positively impact on the progress of children with SEND across the school
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers and colleagues
- Meeting with new teaching members of staff to ensure an understanding of any child with SEND in their class
- Overseeing pupils' records
- Liaising with parents
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies
- Through monitoring and provision plan reviews, ensure programmes are being delivered and keep a provision map of intervention and input for all SEND pupils
- To organise staff CPD and staff meetings as appropriate to the needs of the school in relation to SEND
- To ensure that provision plans are reviewed and completed termly with new targets set

For effective co-ordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility that all teachers have in making provision for SEND pupils.
- The commitment required by staff to keep the SENDCo well informed of pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils.
- What exactly constitutes 'a level of concern' and at what point Initial Concerns or SEND Support is initiated.
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

## THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND policy including the allocation of resources from the school's budget
- For the governor representative to liaise with the SENDCo on a regular basis

## THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whereby *every teacher is a teacher of SEND*, whose responsibilities include:

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- Being fully aware of the content of the SEND policy and subsequent provision for SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to collect all available information on the pupil
- In collaboration with the SENDCo develop provision plans for SEND pupils.
- Working with SEND pupils to deliver the individual programme set out in a child's Provision Plan.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

## **THE ROLE OF THE HEADTEACHER**

The Head teacher's responsibilities include:

- Clear SEND induction for all new staff joining the school, to ensure time is given for liaison with the SENDCo and Inclusion Manager where appropriate
- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENDCo.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## **SEND CPD**

All staff are encouraged to attend courses that help them to acquire the skills needed to effectively work with all SEND pupils. The SENDCO will liaise with staff to deliver training and information through staff meetings or on an individual basis if appropriate.

## **RISK ASSESSMENT AND STAFF TRAINING**

Where a pupil with SEND presents with high-level needs or behaviours that may pose a risk, the school will complete an individual risk assessment. This will identify triggers, outline preventative strategies and set out agreed responses, developed in collaboration with parents and relevant professionals. Staff will receive appropriate training, and risk assessments will be reviewed regularly and updated as needed.

## **PARTNERSHIP WITH PARENTS**

At Mickleover Primary School we firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership. The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The School's Offer and the Local Offer, published online by the LA, gives details of the provision and support available to parents and children with SEND.



## THE VOICE OF THE CHILD

Section 19 of the Children and Families Act 2015 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), **must** have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

## COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the Complaints Policy. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required. The SEND Code of Practice is available within school upon request, or on the school's learning platform, in the 'policies' section, or is downloadable via the Department for Education's website.

## LINKS WITH EXTERNAL AGENCIES / ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils.

- The school's link educational psychologist
- Community paediatricians
- Clinical psychologists
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- Special needs support teachers

In addition, important links are in place with the following organisations:

- The LA and its Local Offer
- Specialist services
- Education Welfare Officer
- Social services

## SEND REVIEW POLICY


The school considers the SEND policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice every year. The outcomes of this review are used to inform the School Improvement Plan and Action Plans.

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Appendix

# SEND AT MPS



### Step 2 - Initial Concerns

If concerns continue, meet with parents and introduce/discuss initial concerns phase.

Monitor for 2 terms, make sure they are updated and saved onto the server.

### Step 4 - Provision Plans

Termly cycle - Autumn, Spring and Summer. They must be reviewed by teachers, with support from TAs. As teachers you are responsible for the child's learning and targets, you must know their interventions and progress. TAs can adapt planning with your support but you are responsible for the child's provision plan and provision.

Targets need to be SMART and where possible have start and end points.

Make sure key background information and data is up-to-date.

Provision plans to be shared with all adults who work with the child.

### Step 6 - EHCP

Speak to SENCo before talking or mentioning to parents.

We need a breadth of evidence of interventions and agencies to prove what we have put in place to support the child.

External agencies can provide evidence.

Process is 20 weeks, it can take longer.

Once we receive the EHCP, teacher and SENCo to meet and transfer onto a provision plan, breaking the EHCP into small steps. This document is a statutory requirement, the EHCP must be met.

Remember the TA is not restricted to just working with that child.

N.b. If the level of need is significant we do not need all the above evidence.

Please speak to the SENCo and we can apply.

### Step 1 - Pre Initial Concerns

If you have concerns about a child, fill in the pre initial concerns form and email to SENCo.

SENCo to action form, speak to teachers and TAs and carry out observations.

### Step 3 - SEND Register

If after 2 terms there are still concerns, discuss with SENCo.

Teacher, SENCo and parents to meet to talk through placing child on the SEND register. We must gain parental consent.

Documentation to be filled out and saved on the server.

Targets to be set and shared with parents.

### Step 5 - Multi-Agency Approach

To build a variety of evidence, where appropriate we can contact external agencies, for example:

- SALT - speech and language
- SPOA - ASD or ADHD (must have two terms of provision plan)
- STePS
- Occupational Therapist
- Catharsis
- Educational Psychologist

Please speak to SENCo for more information.

### Step 7 - EHCP Annual Reviews

To be held once a year with all professionals involved where possible.

Review the EHCP and make appropriate adaptations.

**Wave 1:** classroom adaptations - see the 5-a-day approach

**Wave 2:** group intervention and support

**Wave 3:** 1:1 support

If in any doubt, please email the SENCo and ask!

