



**Aspire-Learn-Succeed**

**Special Educational Needs  
and Disabilities (SENd)  
Policy**

## **Policy on Special Educational Needs and Disabilities (SEND)**

### **2022.23**

#### **Introduction:**

This policy was reviewed and updated in line with: This policy is informed by the following legislation and aims to reflect the inclusive philosophy of the school.

- Special Educational Needs and Disability code of Practice: 0 to 25 years (January 2015)
- The Equality Act (2010)
- The Children's Act (1989)
- The Disability Discrimination Act (1995)
- Removing Barriers to Achievement (2004)
- Special Educational Needs and Disability Act 2001 (including 2005 amendments to the Disability Discrimination Act).
- LA Policy and Guidelines.
- School Admission Policy
- Mill Hill Primary School SEND Information Report to Parents.

At Mill Hill Primary School we believe that every child has the right to a broad and balanced curriculum. The National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. Some children have barriers to learning that mean they have special or additional needs and require particular action by the school. Teachers take account of the individual needs of all pupils and make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in curriculum and assessment activities.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as having a disability will require this provision. A child with Asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

#### **Aims:**

The aims of this policy are:

- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs (SEND).
- View our SEND provision as an ongoing, developing process.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and are sensitive to the needs of all pupils, teaching pupils in a way that is most appropriate to their needs.
- Incorporate Special Educational Needs procedures including Support Plans into curriculum planning and make suitable provision for children with SEND to fully develop their abilities and therefore maximise access to the curriculum.

- Continue to develop and maintain effective partnerships between school, parents and carers and outside agencies to ensure a multi-disciplinary approach to the resolution of issues.
- To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs
- Encourage children and parents and carers to participate in decision-making.
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have and give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

### **Educational inclusion**

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

### **Special Educational Needs**

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- The four areas of need are:-

Communication and Interaction  
Cognition and Learning  
Social, emotional and mental health difficulties

### Sensory, Medical and/or physical needs

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Mill Hill Primary School operates a graduated approach to identifying SEND. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENDCO), will become involved when the teacher has undertaken full assessment and intervention strategies and the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in facilitating further assessments of the child's needs.

We will record the strategies used to support the child. Support Plans show the long and short term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least three times per year. Discussions and meetings, such as parental consultations, will also form part of this process.

If the Support Plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in class already. External support agencies will provide information for the child's new Support Plan. The new strategies in the Support Plan will, wherever possible, be implemented within the child's normal classroom setting. The SENDCO will organise and chair SEND review meetings, inviting all professionals involved with the child.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health Care Plan (EHCP) statutory assessment will be made to Together for Children (TfC) in collaboration with the parents. A range of written evidence about the child and their needs will be submitted to support the request.

#### **In our school, the SENDCO:**

- Manages the day to day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees Continuous Professional Development (CPD) for all staff in relation to SEND with the Head teacher;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to the governing body;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contributes to the professional development of all staff.

### **The role of the governing body**

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### **Allocation of resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans.

The Head Teacher informs the governing body of how the funding allocated to support Special Educational Needs has been employed.

The Head Teacher and the SENDCo meet at least annually to agree on how to use funds directly related to Education Health Care Plans.

### **Assessment**

At Mill Hill Primary School we know that early identification of needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher assesses and monitors children's progress in line with existing school practices. This is an ongoing process. Interventions and provisions are recorded for all pupils.

The SENDCo works closely with parents and teachers to plan an appropriate programme of support for those children on the SEND register.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school at an appropriate level. The class teacher and SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Together for Children (TfC) seeks a range of advice before making an Education Health Care Plan. The needs of the child are considered to be paramount in this.

### **Access to the curriculum**

Every child has an entitlement to a broad and balanced curriculum, which is differentiated through Quality First Teaching to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Use a range of appropriate support materials in order to access learning alongside their peers.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is matched appropriately to children's needs and levels of attainment, and we use assessment to inform the next stage of learning.

Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down long term targets into finely graded steps, we ensure that all children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom on specific and targeted interventions in line with their support plans and/or advice from external professionals eg) physiotherapy, Speech and Language Therapy.

### **Partnership with parents**

The school works closely with parents in support of children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The school SEND Information Report and the school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school; these documents are published on the school's website. There is also a named governor for Special Educational Needs.

We have regular meetings to share the progress of special needs children with their parents/carers. This may be in the form of parental consultation with a class teacher or Review meetings with the SENDCo. We inform parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of their child(ren).

### **Pupil participation**

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children may be involved at an appropriate level in setting targets in their Support Plans. Children are encouraged to make judgements about their own performance against their targets where appropriate. We recognise success here as we do in any other aspect of school life.

The voice of the child is recorded in line with Together for Children documentation in the EHCP process.

### **Monitoring and review**

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers in devising Support Plans for children. The SENDCo and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCo and named governor with responsibility for special needs also hold regular meetings.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCo reports the outcome of the review to the full governing body.

**Policy Reviewed:** Annually  
**September 2022**