

Middleton Primary School



Special Educational Needs and Disability Policy (SEND)

**MIDDLETON PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

ADOPTION AND AMENDMENTS TO SEND POLICY

Section	Governors' Meeting or Committee
Whole Document	Full Governing Body (FGB), October 2015
Whole Document	FGB, March 2016
Whole document	Local Governing Body (LGB), February 2017
Whole document	LGB, April 2018
Whole document	LGB, February 2019
Whole document	LGB, April 2020
Whole document	LGB, April 2021
Whole document	LGB, June 2022
SEND Governor update – P3, October 2022	N/A
SENDCo name update P3, February 2023	N/A
Whole document	LGB, June 2023
SENDCO name update – P3, January 2024	N/A
Whole document	LGB, July 2024
Whole document	LGB, July 2025
Next review: 2025/2026	

MIDDLETON PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Introduction

This Policy lays out how additional support is provided to children identified with having special educational needs or disabilities.

Middleton Primary School has a named SENDCO, Rachel Campbell and a named Governor responsible for SEND, Gary Brighton. They ensure that the Middleton Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (September 2014), the Local Education Authority and other policies current within the school.

Here at Middleton School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the adapted and scaffolded curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision: Code of Practice (September 2014).

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

This SEND policy details how, at Middleton, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special

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educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions, enabling full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Middleton we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through Pupil Progress Meetings with our SENDCO and individual teachers to ensure all children have equal opportunities to achieve.

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 adaptations and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy

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- Developing an engaging and inclusive curriculum to develop children's understanding of the world through the use of all available technologies and first-hand experiences
- Planning for children's full participation in learning, and to foster their social, moral, spiritual and cultural and physical needs
- Helping children to manage and 'own' their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning through a restorative approach to conflict resolution

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school.

The Local Governing Body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

It should be noted that children with EAL are not considered to have SEND unless there is evidence of issues raised as per the above.

The Role of the SENDCO and what provision looks like at Middleton

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.

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- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.
- To oversee the school's maintenance of its Dyslexia friendly status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date. Code of Practice (September 2014)
- **To ensure that all SEND children are accessing the curriculum and school life with appropriate adaptations and adjustments**

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum and school life, that is appropriate to the level and need of the pupil.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Middleton will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual.

If we refer a child for statutory assessment/Education, Health and Care Plan, we will provide the LA with a record of our work with the child to date **having completed a SEN Plan for them.**

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When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted, and specific intervention put in place and monitored for a period of up to 8 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENCO will then provide additional interventions to those provided as part of the school's curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or maths skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners, given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs.

The school website contains details of our policy for special educational needs and the special educational needs information report including the arrangements made for children in our school with special educational needs.

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At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCO through a school email address and parents and children have access to the school website which has a dedicated section regarding Special Educational Needs.

The Nature of Intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children working with the SENDCO; or, with TA support or other targeted intervention such as precision monitoring, key word sight vocabulary assessment, specific reading strategies for non or reluctant readers, and pre and post teaching opportunities.
- Extra adult time to devise/administer the nature of the planned intervention also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child daily and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENDCO will support further observation/assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set and the efficacy of them.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

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Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education, Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous interventions trialled and the outcomes for the pupil.
- Records of the child's health and medical history where appropriate.
- Attainment in English, maths **and reading**.
- Education and other assessments, for example from an advisory specialist support teacher.
- Views of the parents.
- **Identification in all four areas of the child's strengths and what they find difficult.**

The parents of any child who is referred for EHCP assessment will be kept fully informed of the progress of the referral.

Access to the Curriculum

All children have an entitlement to a broad, **well sequenced** and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives **which build upon prior knowledge** and staff differentiate work appropriately and use assessment to inform the next stage of

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learning. All staff have received training on 'Teaching and Learning styles' and this has led to members of staff planning lessons that incorporate the different learning styles that children have.

Individual education plans and tracking for children with EHCPs which employ a small-steps approach feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that 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 situation. 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.

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 and 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 annually to agree on how to use funds directly related to EHCPs.

The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask challenging questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The head teacher reports the outcome of the review to the Local Governing Body.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children with EHCPs. The SENDCO and the head teacher hold regular meetings to review the work of the

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school in this area. In addition, the SENDCO and the named governor with responsibility for special needs also hold regular meetings.

Adopted by the Local Governing Body on 7th July 2025