



<b>SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY</b>	Date: September 2025
	Signed: <i>Mrs Jill Taylor</i>
	Review Date: September 2026

### **Definition of Special Educational Needs**

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”

Children have a special educational need and/or disability (SEND) if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority.”

(SEND Code of Practice, 2015)

This Special Educational Needs and Disabilities (SEND) policy is written to comply with the 2014 Children and Families Act and the SEND Code of Practice together with the Equality Act 2010.

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs or Disabilities (SEND). Schools are supported by the Local Authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible. The Somerset Graduated Response Tool details the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels. To find out more about the Somerset Graduated Response Tool and supporting documents, search [What to expect from education \(somerset.gov.uk\)](https://www.somerset.gov.uk/what-to-expect-from-education).

Parents/ carers can access further information about our special educational needs provision via our SEND School Information Report which is on the school website. The link to the Somerset County Council Local Offer is [Somerset's SEND Local Offer](https://www.somerset.gov.uk/somerset-sen-send-local-offer).

## **Ethos/Aims**

Milford Infants' School aims to be an inclusive school and it is our belief that all pupils should have access to a broad, balanced curriculum as outlined by the Early Years Foundation Stage Curriculum and National Curriculum.

We recognise that all children are of equal value and deserve access to resources and opportunities to develop their full potential, to make a positive contribution and to enhance their self esteem.

All members of staff have a responsibility towards children who may be recognised as having SEND. Therefore, provision for these children will be met through a whole school universal approach, which is integral to classroom organisation and planning.

Children with SEND will be fully included in all school activities, provided this is in the child's best interests. Parents/carers are always consulted about off site visits. There may be times when it is not appropriate for a child with SEND, to take part in an activity such as sports day if this will cause them distress. In such cases, parents are always consulted well in advance and alternate, equivalent, activities are put in place to which the parents/carers are invited. Further information about off site visits is available in our SEND School Information Report.

We believe that communication is a basic human right and we aim to enable all pupils at Milford Infants' School to understand others and express themselves to the best of their abilities.

We understand that all teachers are accountable for the progress and development of every child in their class wherever and whoever they are working with. Every teacher is expected to understand the strategies to identify and support vulnerable pupils and knowledge of the SEND most frequently encountered.

### **Objectives:**

- to identify and monitor a child's individual needs at the earliest possible stages, so that their attainment is raised,
- to plan an effective curriculum to meet the needs of children with SEND,
- ensure that the targets set for individual Assess, Plan Do Review (APDR) cycles are specific, measurable, achievable, realistic and time related (SMART)
- to involve parents in the identification and review of the targets identified in their child's support plans, if appropriate,
- to work in close partnership with parents/carers of children who have SEND
- to raise the self-esteem of children with SEND, acknowledging the progress they have made,
- to ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them,
- to support all staff to work with all children including those who have SEND,
- to work within the SEND Code of Practice 2015.

## **Identification and Provision**

At Milford Infants' School we offer a stimulating environment and shared learning experiences to broaden and enrich the curriculum and recognise that a range of strategies and a flexible approach may be necessary to meet some children's individual needs.

Four broad areas of need are identified in the Code of Practice. These are to enable the school to decide what action to take in order to best support a child.

The four broad areas of need are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and/or Sensory

At school, we look at the whole child and their needs.

Children who have English as an Additional Language (EAL) are not considered to have SEND unless they have a clearly identified additional need such as a language disorder/physical impairment. These needs would be identified by an external professional, such as a Speech and Language Therapist. The same applies to children who qualify for Pupil Premium Funding, children who are looked after (CLA) or previously looked after (PLAC) or who have health and welfare needs.

Children with a disability are not automatically considered to have special educational needs if "reasonable adjustments" mean that they can access learning as successfully as their peers and make the same progress.

Pupils who need additional learning support primarily receive this from the class teacher as part of high quality teaching. The type of help, which they may receive in class, is shown in the weekly class plans.

If a parent/carer has concerns regarding their child's needs, their enquiry should first be addressed with the class teacher, since he or she is the person who knows the child best. All teachers at Milford Infants' School work with the Special Educational Needs Coordinator (SENCo), who has Qualified Teacher Status, has completed the National Award for Special Educational Needs Co-ordination (NASENCo Award) and is a member of the school Senior Leadership Team.

Class teachers are available on a daily basis for a brief discussion about concerns. Should a longer discussion be necessary then a mutually agreed date can be arranged. The school SENCo can be contacted through the school office.

A smaller number of children will be identified as having SEND, which call for some **additional** or **different** action to enable them to learn more effectively. Concern for these pupils will be triggered by evidence that, despite receiving differentiated learning opportunities through high quality teaching, they:

- make little or no progress even when teaching approaches are targeted particularly to their identified area of weakness
- show signs of difficulty in developing literacy or numeracy skills which impacts them in some curriculum areas,
- present with persistent social, emotional or mental health difficulties,
- have sensory or physical problems which impact on their access to the curriculum,
- have communication difficulties and/or interaction difficulties and need adapted provision.

These children will receive SEN Support and will be included on the school's SEND Register.

### **The Graduated Response to SEN Support.**

Our first response for each pupil regardless of age or ability is high quality teaching. Class teachers are responsible and accountable for the progress and development of all the children in their class. The class teacher is responsible for progress where pupils access support from a teaching assistant or specialist provider such as a Speech and Language Therapist, Occupational Therapist etc.

If a child is not making adequate progress despite adjustments and high quality personalised teaching being in place, then the child may be identified as having SEND.

In the Foundation Stage, progress is assessed in the 7 areas of learning development for all pupils at the end of the school year. Assessment is recorded every term for literacy and numeracy. In Key Stage 1, children are also assessed every term in reading, writing and numeracy and the data is logged on the school tracking system. Year 2 children working significantly below age expected levels at the end of Year 2 are assessed against the Pre-Key Stage Scales. Children who are working significantly below age-related expected levels in one or more of the four broad areas of need, are identified by class teachers and an initial concern, as recommended in the Somerset Graduated Response Tool, is raised with the SENCo.

The Senior Leadership Team observe and monitor high quality teaching termly in each class, in addition to leading Pupil Progress Meetings where initial concerns and the needs of children with SEND are discussed. There is on-going in-house, and off site, professional development SEND training for teachers and teaching assistants.

An initial concern may be raised if a child is:

- making significantly slower progress than their peers,
- fails to match their previous progress,
- fails to close the attainment gap between them and their peers.

There are times when a parent raises a concern about their child's learning. We take all parental requests seriously and work with parents/carers to identify the basis of the concern and next steps.

At school, we identify SEND and make appropriate **additional and/or different** provision, however we never offer a diagnosis. If a parent asks about a diagnosis the SENCo in consultation with the class teacher and parents and with the parents/carers' full permission, makes a referral to the required external service such as a Speech and Language Therapist, Occupational Therapist etc.

If a child requires SEND support, that is additional and/or different provision to the universal high quality teaching provided for all children, then the class teacher and the SENCo will liaise closely at this stage and an Assess Plan Do Review (APDR) SEND Support Cycle will be developed to meet the child's SEND needs. The class teacher will write the APDR cycle detailing the additional and/or different provision. Parents/carers will be consulted and involved in any decisions made concerning their child's needs and planned SEND support. These cycles will include information about the child's needs (Assess) and will set out expected outcomes (Plan), teaching strategies and the provision to be put in place (Do) and finally, reviewed at the end of the cycle (Review). The SENCo, class teacher and parents will all work together to implement the planned outcomes and monitor progress.

A pupil whose additional needs are complex and require more support than can be offered through SEN Support may require an Educational, Health and Care (EHC) Statutory Assessment of Need. At this stage, outside agencies will be involved with the assessment and will advise the school on targets and strategies to develop and further personalise the child's SEND Support, even if an EHC Statutory Assessment of Need does not lead to a plan. Children who have an EHCP agreed will have a person-centred annual review where parents/carers, extended family and external professionals are involved to celebrate the child's strengths, skills and progress against their highly personalised outcomes stated in the plan.

At all stages of need, as defined above, the SENCo will liaise closely with the class teacher, the Headteacher and parents /carers. Support from the school SEND team will take the form of advice, discussion, help with planning and practical interventions such as working with children either in class to support small groups, or individually. Children with a Speech and Language Intervention Plan and an Occupational Therapy Plan, where possible, will receive individual support. Each plan is tailored to the child's needs and will enable the child to practise their new skills without the worry of making a mistake and to boost the child's confidence. The aim is to be flexible and to best meet the needs of the child.

As a school, we are aware of the importance of confidentiality regarding any interactions that we have with children, parents and outside agencies concerning children who may have SEND.

In order to refer to some external services, an Early Help Assessment (EHA) document is completed. This happens with parents/carers permission and is only completed if a child's needs highlight a number of key areas within the Effective Support for Children and Young People with SEND and Their Families in Somerset Guidance. Once completed, the EHA is then registered with the Local Authority.

Children who have SEND are included on the SEND register. They exit the register if:

- all Speech and Language Intervention/Occupational Therapy and/or Physiotherapy Therapy Care Plan targets are met, the child is discharged by the Speech Therapist and there are no other educational concerns.
- the child achieves all their outcomes on their APDR cycle and the gap between them and their peers has narrowed and they are working at an age appropriate level.
- the child no longer requires specific interventions to enable them to access the full curriculum and are making expected progress with universal provision.

### **Working with Parents and Carers**

We recognise the crucial role played by parents/carers in the education of their children and understand that they hold key information, which may help all concerned work as partners. The provision for children with SEND can be more effective when parents/carers are involved and account is taken of their wishes, feelings and perspectives on their child's development. Parents/carers will be consulted and involved at each stage of concern, if it is felt their child may be experiencing difficulties at school.

Parents/carers can access the Somerset County Council Local Offer at [Somerset's SEND Local Offer](#). School can provide information on how to do this and if required can help parents/carers to do this in school.

Our SEND School Information Report is on the Milford Infants' School website. Feedback from parents/carers of children with SEND has helped to develop this document, and it is an on-going process.

There are clear links on the school website to the SEND Information Report, the Accessibility Policy and the Relational Support for Behaviour Policy. All these documents can be requested from the school office.

### **Admissions**

The admissions arrangements for pupils with SEND without an EHCP do not differ from the arrangements for other pupils. The governing body will admit a pupil whose EHCP of SEND names Milford Infants' School as their school, with the understanding that the Local Authority has previously consulted the school. The parents/carers of children with an EHCP of SEND have the same right as other parents to state a preference for a particular school for their child. The Local Authority must meet the parents/carers' preference as long as the school is suitable for the child, the other children at the school are educated effectively and resources are used efficiently. We use our "best endeavours" to make "reasonable adjustments" to meet the needs of individual children.

## **Personnel**

All staff at school are involved with the provision for pupils with SEND.

The SENCo has more specific responsibilities as outlined in the SEND Code of Practice 2015, including:

- over-seeing the day-to-day operation of this policy,
- co-ordinating provision for children with SEND,
- ensuring liaison with parents/carers, other professionals, early years settings and other schools,
- advising and supporting other professionals at school with the graduated approach for children with SEND,
- ensuring that appropriate outcomes are in place,
- ensuring that relevant background information about children with SEND is collected, recorded and updated.

The SENCo is responsible to the Headteacher and to the Governors of the school.

## **Outside Agencies**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. The SENCo is aware of the Local Authority's policy for the provision of support services and how the school can gain access to them. External support services can include:

- the Educational Psychology Service,
- the Inclusive Curriculum and Teaching Team (Senior Inclusive Curriculum and Teaching Leads, EAL Learning Mentors, Qualified Teachers of Visual Impairment and Qualified Teachers of the Deaf, as well as our Specialist Support Advisors and Assistants for those with complex physical needs),
- The Children and Young Peoples Therapy Service (NHS),
- The New Virtual School (Children Looked After and Previously Looked After),
- South Somerset Partnership School (SEMH Specialist Teacher Support),
- Specialist Outreach Service (Specialist School Support),

When appropriate, the school aims to work in close partnership with these services, with the SENCo having responsibility for co-ordinating the school provision being made for the child.

## **Transition**

Transition into the next class is carefully considered and all children across the school receive transition booklets. These include photographs of key staff and places. The booklets are given to the children at the end of the summer term to share during the summer holiday with their parents/carers, so that they are familiar with the changes in classroom environment on their return to school.

We consider liaison with other schools or pre-schools to be very important. If it is known before entry to our school that a child has SEND, meetings are held with parents/carers, the school and key staff from the early years setting. An Educational Psychologist may attend a School Entry Planning Meeting for children with the most complex needs.

When pupils with SEND transfer to other schools the SENCo liaises with the SENCo of the new school to ensure all relevant information is transferred. This will include copies of APDR cycles, reports from external services and relevant data.

### **Supporting pupils with Medical Conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equalities Act 2010.

Details of the Supporting Pupils with Medical Conditions Policy can be requested from the school office. Some of these children may also have SEND and may already have an Education, Health and Care Plan.

### **Governors**

The school governors recognise that they have particular responsibilities with regards to children who may have SEND. The governors:

- make every effort to see that the necessary special arrangements are made for any pupil who has SEND,
- ensure that the “responsible person” makes all staff who are likely to teach the pupil aware of those needs. The “responsible person” at Milford Infants’ School is the Headteacher (see Appendix A)
- ensure that the teachers are aware of the importance of identifying pupils who have SEND and of providing differentiated teaching,
- make arrangements to allow pupils with SEND to join in the everyday activities of the school as far as is practical,
- report each year to parents on their policy for pupils with SEND and take account of the Code of Practice when carrying out their duties towards all pupils with SEND
- The governors publish information about their SEND Policy and ensure that these are made freely available to parents/carers. There is a named school governor with responsibility for SEND (see Appendix A).

### **Training and resources**

The SENCo and other members of staff, attend courses relating to SEND as agreed with the Headteacher. Training needs are identified through Performance Management, the School Development Plan and by looking at the training needs of adults supporting specific pupils. Training is also planned to enable the SENCo to

keep up to date on new initiatives. This includes attending SENCo network meetings where training is very specific to the needs of local schools. All staff are encouraged to undertake training and continued professional development. Sometimes this is in-house-training, sometimes it is training offered by the Local Authority or specialist organisations.

There is a wide range of experience across the school. All staff willingly share their expertise and time in a supportive way.

### **Roles and Responsibilities**

The role of the SEND Governor is to liaise with the SENCo, to understand new initiatives and how they affect children with SEND and report to the governing body. There is a named school governor with responsibility for SEND (see Appendix A).

The role of the SEND Teaching Assistants is to support the progress of children through additional support as planned by the class teacher and overseen by the SENCo. The line manager for the SEND Teaching Assistants is the SENCo.

The Designated Teacher with Responsibility for Safeguarding is the Headteacher.

The person responsible for meeting the needs of pupils with medical needs is the Headteacher.

### **Storing and managing information**

This is in line with the school's Information Management Policy.

### **Reviewing the policy**

The SEND Policy should be reviewed annually.

### **Accessibility**

Our school has an Accessibility Policy which complies with current statutory requirements. It can be viewed on the school website and paper copies are available from the school office.

Parents/carers have daily opportunities to speak to their child's class teacher. This will usually be a brief discussion. Should a longer meeting be required, then both parties will agree a mutually convenient date and time. Meetings with the parent, class teacher and SENCo are, as far as possible, arranged for a time that is best suited to the parent/carer in that a choice of dates are offered.

If a parent /carer requests to speak to the SENCo they can do so by contacting the school office by telephone or email. If the SENCo wishes to call a meeting, then they will speak to the parent /carer in person. If this is not possible, then a letter is written giving clear details of the meeting and the reason why.

Our SEND School Information Report provides clear information to parent/carers about the opportunities for children with SEND to access all off site visits. We aim to be inclusive for all of our pupils. However, sometimes following the completion of a risk-assessment, it can be deemed a safety concern for a child to attend a visit without their parent/carer in attendance and alternative arrangements are discussed with parents/carers. If a child is unable to attend an off-site visit, with or without a parent/carer, due to parental/carer or staff safeguarding concerns, we will endeavour to organise a special day of related activities at school or arrange an alternative individual or small group educational visit at a later date.

### **Dealing with complaints**

The school works hard to ensure that there is a partnership with parents/carers and that there is a collaborative approach to meeting a pupil's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedures.

### **Behaviour and Relational Support Policy and Bullying**

Our school is committed to providing equal opportunities for all, regardless of race, faith, gender or capabilities in all aspects of school life. We promote mutual respect and a caring attitude throughout the school celebrating our differences and individual achievements.

The Behaviour and Relational Support Policy, which includes information about bullying, can be viewed on the school website and paper copies can be obtained from the school office. Pupils are taught how to use the Internet safely and how to keep safe from cyber bullying at a level appropriate to their age.

### **Appendix A**

SENCo - Mrs Jill Taylor

SEND Governor – Mr Alan Perkins

Responsible Person – Miss Wendy Chant

Designated Teacher with Responsibility for Safeguarding – Miss Wendy Chant

Deputy Designated Teachers with Responsibility for Safeguarding –Mrs Deanna Mears and Mrs Georgina Ratcliffe