

MILFORD PRIMARY SCHOOL

Special Educational Needs and Disability Policy



Vision Statement

‘Milford Primary is a community orientated school, centered around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.

Reviewed and updated	November 2025	Emma Roberts (HT/SENCO)
Reviewed and updated	November 2024	Emma Roberts (HT/SENCO)
Reviewed and updated	October 2023	Emma Roberts (HT)
Previous versions	November 2022	
Origin	DCC, Belper Cluster and School based	
Governor Approval	10/02/26 FGB/100226/05	
Next review date	November 2026	

The SENDCO at Milford Primary School is Ms Emma Roberts

She can be contacted at the school on 01332 841316 or by email at eroberts@milford.derbyshire.sch.uk

**The SEND Governor is Mrs Naomi Smyth
She can be contacted on 01332 841316 or by email at nsmyth@milford.derbyshire.sch.uk**

COMPLIANCE

Milford Primary is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- SEND and AP Green Paper 2022
- Keeping Children Safe In Education

Derbyshire Inclusion Statement:

“Inclusive educational communities are those which take account of the needs of individuals and those individuals are valued, feel secure and have a sense of belonging. These learning communities work actively to promote this process and reduce exclusive practices. They also reduce barriers to learning and participation to ensure that all learners experience learning environments in which they can strive for and attain their highest level of achievement.”

INTENT

Aims and objectives of Milford Primary School in relation to SEND provision

- To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents/carers in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

IMPLEMENTATION

How Pupils with SEN are identified within Milford Primary School

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

*Taken from 2014 SEN Code of Practice: 0 to 25 Years–
Introduction xiii and xiv*

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant, reasonable adjustments and strategies, including good quality personalised teaching.

We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The four broad areas identified within the SEN Code of Practice 2014 (p86) are **'Communication and Interaction'**, **'Cognition and Learning'**, **'Social, Emotional and Mental Health Difficulties'** and **'Sensory and/or Physical needs'** and the children are identified largely within these areas. These areas exemplify the range of need for which the school can identify and provide support from within the school's provision.

- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCo has overall responsibility for supporting the identification of pupils with SEN in the school it is recognised that other members of teaching and support staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning.

At Milford Primary we also use several indicators to identify pupils' special educational needs. Such as:

- Observations.
- Information from the child.
- Close analysis of data including: EYFS data, termly, yearly and end of key stage assessments, reading and spelling ages. Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services.
- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.
- Very close liaison at the outset with EYFS staff, the SENDCo and parents/ carers.

What is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus.
- LAC (Looked After Child)
- Being a child/young person of servicemen/women
- EAL (English as an Additional Language)

How Children With SEND Are Supported At Milford Primary

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Most children will learn and progress within these arrangements.

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching (Universal Support) they are discussed with the SENDCO and a plan of action is agreed.

For those identified as SEN, reasonable adjustments will be planned for / made to address potential areas of difficulty and remove barriers. In this way the school will strive for pupils with SEN and disabilities to access the full National Curriculum.

The school will provide support using the Graduated Response. The Graduated Response is a series of steps that the school will put in place in response to the needs of the child. Increasing amounts of support are introduced as the child's needs are assessed and monitored.

Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Derbyshire Local Offer sets out clearly what support is available and how it can be accessed. Support Services used at Milford include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), ISAS (inclusion support advisory service) and Speech and Language Therapy Services.

A referral to a support service may be made at any point in the graduated response – parents/ carers will always be informed and involved in the decision to procure the advice of a specialist, and their consent will be required formally by agencies

Parents/ carers may be advised to seek a hearing or vision test to discount any unidentified problems.

The following section explains the Graduated Response at Milford.

1) High Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide reasonable adjustments that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will require.
If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- f) The child is formally recorded by the school as being 'monitored' due to concern by parent or teacher but this does not place the child on the school's SEN register. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support within class and may be placed on the 'additional planning proforma' such as provision maps.
- g) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

2) Enhanced Provision

Some specific group / individual interventions are planned at this stage. The focus for planning and recording should be, wherever possible, within the normal school/ class planning and recording systems. Support is also recorded on a whole school provision map.

3) SEN Support

Where it is determined that a pupil does have SEN, parents/ carers will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective

provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/ carers. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/ carers. Parents /carers will be informed either at parents'/ carers' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent/carer to learn that their child is being identified as having SEND.

Plan

Planning will involve consultation between the teacher, SENDCO and parents/ carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment

of the pupil's strengths and weaknesses, problem solving and advice about the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/ carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Support is either recorded on a whole school provision map or on an Individual Learning Plan. Copies of these plans are discussed and shared with parents/ carers.

4) Referral for additional funding or an Education, Health and Care Plan

If a child has continuing difficulties despite adjustments and additional provision being in place the school may apply for additional funding such as inclusion funding. This funding however, will only be temporary. If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP) which can be requested by the school or by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for Education, Health and Care Plans will combine information from a variety of sources including:

- Parents / Carers
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the local authority on the child's eligibility for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer:

<https://www.derbyshire.gov.uk/education/schools/special-educational-needs/send/the-local-offer/the-local-offer.aspx>

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan might be provided by Special Educational Needs Assessment and Review. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/ carers and the pupil.

Annual Reviews

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the COP. At Milford Primary we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the statement/EHCP. The child's view is taken into account prior to the meeting. The review meeting might recommend amendments to the statement if:

- Significant new evidence has emerged which is not recorded on the EHCP.
- Significant needs recorded on the EHCP are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5 the annual review is used as a means of declaring the secondary phase provision required.

During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

Inclusion Panel Funding

If a child requires additional support but does not require an EHCP, the inclusion panel funding system allows schools to have access to the higher needs funding block (element 3 funding) for pupils of statutory school age who require provision over and above that which they can provide through schools normally available resources. This will only be applied for if quality first teaching, extra intervention and the advice of

outside professionals suggest that the child may need more support than is normally available through school funded interventions and resources.

Roles and Responsibilities

The Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014. The Governing Body will, in co-operation with the Head teacher, determine the school's general policy and approach to provision for children with SEN and establish the appropriate staffing and funding arrangements. It will also maintain a general overview of the school's work. The named governor for SEND is Mrs Naomi Smyth. She also meets with the SENDCO at least annually to discuss actions taken by the school.

The SENDCO will::

- take a strategic role in developing, monitoring and reviewing the SEN Policy and the School Offer;
- oversee the identification of children needing intervention through SEN Provision, Provision Plan or EHC plan;
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEN;
- oversee the records on all children with SEN;
- work in partnership with parents/ carers of SEN children;
- involve the child with SEN in the target setting and review process;
- support the in-service training of all staff ;
- work with external agencies;
- liaise with local primary and secondary schools to enable smooth transition for children with SEN
- liaise with the governor responsible for SEN;
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

Class Teacher

- Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. The planning for and delivery of the SEN Support Plan is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

Class teacher's role is:

- To make reasonable adjustments to the curriculum to meet the learning needs of all children including those with Special Educational Needs.
- To support identification of children who have Special Educational

Needs

- Where necessary, to create Individual Education Plans or Provision Maps
- To monitor, record, review and evaluate the progress of children with Special Educational Needs and to take account of their views during the process.
- To write reports as part of the assessment towards the formulation of an Educational and Health Care Plan and as part of the Annual Review process.
- To liaise with parents and carers, support staff and the SENDCO

Children

Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEN process. Children's views will be sought and recorded as part of the review meeting.

Parents

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEN Support Plans will be shared termly with parents and their views on progress will be recorded at review meetings.

Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. All staff are expected to participate fully in all training opportunities.

Storing and Managing Information

A variety of records are kept, including:

- The Provision Map - The SENDCO uses this to have an overall picture of the children and their progress.
- The SEN register to record pupils receiving additional support in school
- Pupil learning plans – These are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved. Parents have copies of these.
- Send Support Plan Reviews – These are completed at the review meetings with parents and the class teacher. They are a record of the impact provision and teaching approaches have had on the learning and progress.

- Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents. If the review recommends any changes to the plan, SENAR (Special Educational Needs Assessment and Review) will issue school and parents with the documents. Inclusion paperwork is also stored securely.
- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEN Support Plans.

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. The school's policy on Data protection is available to view on the school website.

All relevant documents are kept until the pupil leaves the school, eg at transition to secondary school or to a new primary school.

Accessibility

New duties have been placed on schools since September 2002 in relation to pupils with disabilities. To cover new legislation Milford Primary School continues to:

- Not discriminate against disabled pupils.
- Take responsibility for taking reasonable steps to include pupils with a disability.
- Make increased accessibility for disabled pupils in line with the LEA's strategic planning.

Staff are aware of the distinction between the definition of a pupil with SEN and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

For further details, see Accessibility Plan, available on the school website.

Admissions

At Milford Primary School, all children have an equal right to inclusion and we adhere to Derbyshire LA Admissions procedures for admissions (see Admission Policy, available on the school website).

The procedures upon admission of any child includes the collection of all the relevant information about a child from their previous school which the head teacher passes on, if necessary, to the SENDCo to allocate resources or contact relevant support services.

Examinations and access arrangements

SEND pupils may need additional or different access arrangements for examinations and assessments. The SENCO, Head and the class teacher will work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests

Transition

Transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach transition from classes and/or key stages, a transition plan will be put where required. This may include visiting their new class or school.

Entry into Reception Class

The SENCO or member of the EYFS team will liaise with pre-school providers to gain detailed information about the children who are entering Reception Class so that we can provide appropriate support for any SEND from the start.

Secondary Transfer

The SENCO or Year 6 teacher contacts the SENCO/SEN team at any relevant secondary schools to discuss the SEN pupils who will be transferred. Detailed information is passed on to enable Secondary Schools to prepare for these pupils. Parents are encouraged to meet with the secondary school SENCO to discuss any concerns.

Supporting Pupils at School with Medical Conditions

In line with guidance from the Local Authority, the school aims to meet these needs through Individual Health Plans. Whilst Milford Primary School building is not adapted and accessibility is limited, every effort is made to overcome constraints imposed by the type of building.

When we are made aware of a medical need, this information is passed onto the SENCO and the class teacher. The SENCO will draw up an Individual Health Plan – seeking advice from medical staff and parents as appropriate. .

The school recognises that children with medical conditions should be properly supported so that they have full access to education. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extracurricular activities, such as school/class trips, performances and after-school clubs.

IMPACT

Monitoring and Evaluation of SEN

Pupil progress will be monitored on a termly basis, as part of the school normal assessment processes. Individual Learning Plans (IEPs) will be reviewed regularly.

The school will carry out Annual reviews of EHCPs as noted in the Graduated Response section.

There is an annual formal evaluation of the effectiveness of our school SEN provision and policy. The evaluation is carried out by the Headteacher, SENDCO and SEN governor.

Additional Information

Supporting Pupils and Families

Derbyshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Derbyshire's Local Offer is available from the following website: <https://www.derbyshire.gov.uk/education/schools/special-educational-needs/send/the-local-offer/the-local-offer.aspx>

The school's SEN Information Report, available on the school website, outlines the school's statutory requirement.

Dealing with complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If parents have queries or complaints about provision for children with Special Educational Needs, they should discuss their concerns with the class teacher. If they continue to have concerns, they should meet with SENDCO. See the school's complaint policy for more details.

Reviewing the Policy

This document is subject to an annual review as part of the cycle of self-evaluation