



Special Educational Needs and Disabilities (SEND) Policy

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Introduction

This Policy reflects the UN Convention on the Rights of the Child (CRC) by supporting these Articles:

Article 2: The convention applies to everyone.

Article 3: The best interests of the child must be a top priority in all things that affect children,

Article 23: Every child with a disability has the right to a full and decent life with dignity and independence.

Article 28: Every child has the right to an education.

This policy explains how Milton Mount Primary School makes provision for pupils with additional educational needs, in line with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010).

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCo) and the SEN information report.

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

If you require further information about the provision for SEND in the school, please talk to your child's class teacher or contact Gemma Barton and Suzy Bennett, the Special Educational Needs & Disabilities Coordinators (SENCo), on 01293 537158.

Aim

At Milton Mount Primary School, we strive to raise the aspirations of and expectations for all pupils with Special Educational Needs and Disabilities (SEND). We value their abilities and achievements and are committed to providing the best possible environment for positive learning outcomes. Milton Mount operates a 'whole pupil, whole school' approach to the management and provision of support for SEND and endeavours to achieve inclusion of every pupil regardless of need.

Milton Mount Primary School uses the West Sussex 'Ordinarily Available Inclusive Practice' (OAIP) as a classroom guide to support staff in their practice.

<https://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/>

We aim to respond to parents/carers and pupil's views when planning provision for children.

In identifying and providing for pupils who have special educational needs and additional needs we work within the guidance provided in the SEND Code of Practice 2014. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Definition of Special Educational Needs and Disabilities (SEND)

Milton Mount Primary School follows the Special Educational Needs and Disability Code of Practice 2014 definition where:

'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 child of compulsory school age 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
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

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the above definition when of compulsory school age (or would be likely to, if no special educational provision were made).

A child with a long term medical condition, which includes sensory impairments such as those affecting sight or hearing, ADHD, Autism or Developmental Coordination Disorder (DCD), and

long-term health conditions such as asthma, diabetes, epilepsy, and cancer does not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the Special Educational Needs and Disabilities (SEND) definition. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

A child **does not** have a learning difficulty or disability solely because the language in which he or she is taught is different from a language which is spoken at home.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

AREA OF NEED		
Communication and interaction		<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning		<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health		<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or unsafe behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

The School's Key Objectives for SEND

- In providing for those pupils identified as having SEND at Milton Mount Primary School we seek to:
 - ensure that all pupils are valued equally
 - ensure that all pupils make progress
 - work in close partnership with parents/carers and children
 - ensure that SEND is identified and assessed as early as possible
 - ensure pupils' needs are met as soon as is practicable
 - ensure that all children have access to a relevant, broad and balanced curriculum
 - work proactively with the local authority (LA) and other agencies, including social services, parent support groups, psychologists and medical services, in identifying, assessing and meeting SEND
 - develop and maintain a range of professional expertise within the school
 - monitor, review and evaluate policy and provision on a regular and systematic basis

Admission Arrangements

The admission of pupils with SEND is the responsibility of the LA in accordance with the admissions procedures agreed with the governors of the school. The school has an open admissions policy when it is in the best interests of the child concerned. Liaison with the pupil's former school and with existing school staff, interviews with parents/carers and collation of the information from support services are the overall responsibility of the headteacher and SEND Coordinator.

Roles and Responsibilities

The governing body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

The SEND Coordinators (SENCo) are Suzy Bennett and Gemma Barton, and they are also responsible for SEND across the school. The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND Policy
- Coordinating provision for pupils with special educational needs
- Liaising with and advising teachers and learning support assistants (LSAs)
 - maintaining the school's SEND register and overseeing the records on all pupils with special educational needs
 - liaising with parents/carers of children with special educational needs
- contributing to the in-service training of staff

- liaising with external agencies including the LA's support and educational psychology services, health services such as the School Nursing Team, the Child Development Centre (CDC) and CAMHS, social services (Integrated Front Door (IFD), Early Help and the Dedicated Schools Team (DST) and other external professional agencies such as the Learning Behaviour Advisory Team (LBAT) and the Autism and Social Communication Team (Soc Comms).
 - providing information to the governing body
 - leading on mental health

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The Governing Body appoints a SEND Link Governor who will work with the SENCo to monitor SEND provision and report regularly to the Governing Body.

Monitoring Pupil Progress

At Milton Mount pupils' progress is constantly monitored. Every half term we look closely at groups and individuals to ensure every child is making the expected progress or above. When a pupil is making less than expected progress and quality first teaching does not accelerate this, class teachers and team leaders create an Inclusive Practice Record for that pupil. This is monitored with a view to putting in place additional support if the pupil continues to make less than expected progress.

Identification and Assessment of SEN

- Teachers/parents or other staff have identified possible SEN concerns. Quality first teaching adapts the child's learning and is supported using the OAIP
- Inform SENCo's and begin **Inclusive Practice Record**
- This will be implemented for half a term
- Meeting between class teacher and SENCo to discuss provision in place through the inclusive practice and its impact. One of three outcomes will be decided: No further actions needed due to provision having had a positive impact, adapt the provision to see if a different approach has more of an impact, or add to SEN register which will include an ISP and may include internal assessments and/or referrals to outside agencies for support
- ISP targets – Assess, Plan, Do, Review. Reviewed and updated termly.
- Following referral to outside agencies and careful monitoring of progress through a graduated approach, an EHCP may be sought if child meets threshold from LA guidance.

A Graduated Approach to SEND Support- We implement a WAVE approach to additional support for children at Milton Mount School.

WAVE 1- Quality First Teaching

At Milton Mount all class teachers are fully aware of their responsibility and accountability for the progress and development of the pupils in their class - including those pupils who access support from learning support assistants or specialist staff - through the delivery of high-quality teaching differentiated for individual pupils as the first step in responding to pupils who have or may have SEND. Staff create inclusive classrooms where independent learning is facilitated for all children.

The use of the West Sussex 'Ordinarily Available Inclusive Practice' (OAIP) is used to monitor pupils and support staff to implement the graduated approach.

WAVE 2- Targeted additional support

Where a teacher identifies that a child needs additional support for their academic and/or pastoral needs, WAVE 2 provision is implemented. This targeted additional support is available for children who may or may not be on the SEN register. This provision may include

- pastoral mentoring
 - catch up interventions in a 1:1 or small group setting
- 'little and often learning' in class to support the development of identified needs

WAVE 3- Targeted intensive support

Where a pupil's learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age, they will access WAVE 3 provision. A child *may* have additional support from external agencies, the school THRIVE practitioner, a personalised curriculum and/or resources and support from the SENCOs.

Children on the SEN register

Where a child is placed on the SEN register, the class teacher will create a termly Individual Support Plan (ISP).

This takes the form of a four-part cycle referred to as '**Assess-Plan-Do-Review**':

Assess: a clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services.

Plan: interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do: the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENCO, any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review: the effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher.

Pupils are removed from the register if and when they are deemed to have responded consistently to support and interventions and are able to make consistently the expected or above progress once support has been withdrawn. Relevant information about these pupils will be passed on to future class teachers and educational settings.

Education, Health and Care (EHC) Plans

The majority of pupils in the school with SEND will have their needs met through the provision of SEND support delivered via the cycle of Assess-Plan-Do-Review, described above. However, in a small number of cases where a pupil fails to respond to that process s/he may require an EHC

needs assessment in order for the LA to decide whether it is necessary for it to make provision through an EHC plan. Typically, this can only be actioned once at least two cycles of outside agency involvement have been completed.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

EHC plans are reviewed annually by the school in collaboration with parents, the Local Authority and any external agencies involved in the support of the pupil.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Wherever possible pupils are involved in monitoring and reviewing their progress.

Curriculum Access and Provision

The staff at Milton Mount have a responsibility to provide a broad and balanced curriculum for all pupils. The national curriculum is the starting point for planning a school curriculum which meets the specific needs of individuals and groups of pupils and is modified by class teachers to provide effective learning opportunities for all pupils, through differentiation in planning and implementation. Such differentiation allows for the development of a more inclusive curriculum which provides all pupils with relevant and appropriately challenging learning, so addressing the diversity of individual learning needs in the school.

Pupils with SEND will be supported to access the curriculum through specialist SEND provision tailored to their individual needs, in consultation with their parents and carers. Every effort will be made to educate pupils with SEND alongside their peers in the classroom where this is reasonable for their needs.

The range of provision includes:

- class-based small group support from the class teacher and learning support assistant (LSA)
- individual or small group interventions out of class from an LSA or teacher
- differentiated learning line – targeted to the child’s level to allow for progress and success in learning
 - adaptive teaching
 - tasks scaffolded to support independent learning
 - alternative methods of recording, e.g. writing frames/ICT resources
- sensory support and adjustments
- provision of specialist equipment according to need
- nurture support through THRIVE and Nurture TA

Funding

Funding for SEND is made up of allocations received from the Local Authority for SEND pupils, pupils with English as an additional Language (EAL) and Deprivation funding.

Pupils who have an EHCP may also have individually assigned resources funding from West Sussex.

Governors monitor the allocation and expenditure of these resources in two ways. The SEND link governor has regular meetings with the SENCo. The school's business manager monitors SEND expenditure against the allocation. The Governing Body also monitors SEND expenditure as part of their ongoing monitoring of the school budget.

Individual Support Plans

Class teachers will draw up an Individual Support Plan (ISP) detailing the OAIP provision in place and the current targets for each child. These will be updated in accordance with any changes made at any stage during the school year and are reviewed termly. This process is overseen by the SENCo's.

Record Keeping

Records on all children with SEND are stored in individual electronic files and in the document vault in CPOMS. These are maintained throughout the pupil's time in the school and forwarded on to the pupil's next school as necessary. Where a pupil moving to another school is no longer on the SEND register the SENCo will share with the next school the pupil's SEND history and send on any documentation which may continue to be relevant, e.g., agency assessment reports. Any documentation which is no longer relevant and so not required by the next school will be destroyed.

Partnership with Parents/Carers

The school works in close partnership with parents/carers. We do so by:

- enabling parents/carers to play an active and valued role in their child's education
- keeping parents/carers informed, offering support during periods of assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents/carers
- working to ensure that parents/carers are confident that the school will listen to their views and concerns and act on these appropriately and immediately
- ensuring that all parents/carers can access information provided by the school
- focusing on developing the child's strengths as well as areas of additional need
- invite to training (where appropriate)
- support in the form of parent/carer forums

Links with the Health Services, Social Services and Education Welfare Service

A pupil's medical needs are recorded by parents/carers on the child's school admission form. Where these affect in any way the pupil's access to the curriculum or participation in school life the school will comply with its duties under the Equality Act 2010. Where there is a care plan in place, e.g., for a child who has an EpiPen for allergies, the school medical lead (Claire Hammond) will meet with the parent/carer to ensure that this is updated. Information is then shared with staff and the pupil's care plan, and medication is stored safely, where a poster bearing a photograph of the pupil and a description of his/her needs and medication is displayed. A poster, bearing photographs of all pupils with allergies and a description of those allergies, is on display in the school medical room.

Medical training, including EpiPen and diabetes training are updated regularly in the school.

The school medical lead in conjunction with the SENCo where necessary is responsible for liaising with the health services through the school nurse and in some cases through direct contact with other agencies.

The DSL, Headteacher and SENCo are responsible for liaising with children's social care within their roles as designated safeguarding leads/ deputy designated safeguarding leads. The DSL/DDSL attends child protection case conferences and core group meetings, for which class teachers are required to provide confidential pupil reports.

Staff training

SENCo's deliver staff CPD throughout the year to support class teachers and support staff in creating inclusive classrooms that support special additional needs in the areas of communication & interaction, cognition & learning, sensory & physical needs and social, emotional and mental health needs.

Accessibility

Milton Mount Primary School has modernised premises incorporating access features such as lifts, ramps and a hygiene room. We strive to meet the specific needs of pupils with disabilities. We have a duty to prepare an accessibility plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the curriculum
- increase the physical accessibility of school premises for disabled pupils in as far as is practicable, including sensory support and sensory adjustments
- improve the delivery to disabled pupils, as appropriate to individual need, of information provided in writing for pupils who are not disabled

This accessibility plan will be reviewed annually.

Complaints Procedures

In the first instance, parents'/carers' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the whole school complaints policy.

If there continues to be a disagreement regarding the SEND provision, the LA/other advisory body should make arrangements which include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school.

More detailed information can be found in the SEND Code of Practice 2014.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Evaluation

This policy will be the subject of continuous review.

This policy has been co-produced by the SENCos in consultation with the Senior Leadership Team.