Learning through hard work, friendship and fun.

Mill Lane Primary School

Special Educational Needs & Disability (SEND) Policy

Adopted September 2026

Review date September 2027

Aims and Objectives

Our aim at Mill Lane is to create an atmosphere where children can develop to their full potential in a secure and supportive environment. All children are individuals with their own talents and abilities. We aim to develop these abilities and to offer opportunities where they can grow in confidence and self-respect yet still retain sensitivity to others. Through a broad and balanced curriculum, the children's natural enthusiasm and interests can be nurtured and in turn, by their own efforts, they can appreciate the value of success. It is the right of every child to receive a curriculum that meets their needs. Every teacher is a teacher of Special Educational Needs (SEN) and it is our commitment to ensure that every child in Mill Lane Primary School is included in all aspects of school life and provided with opportunities to achieve and fulfil their potential.

This policy complies with the statutory requirements in the Special Educational Needs & Disability (SEND) Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:
The Equality Policy
The Accessibility Plan (included as part of the Equality Policy)
The school's SEND information on the school website (SEND Report)
The Local Authority (LA) Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
Statutory Guidance on Supporting Pupils at School with Medical Conditions
The Safeguarding Policy

Long Term Aim of this Policy

Objectives:

To work within the guidance laid down in the SEN Code of Practice 2014.
To identify and put in place appropriate provision for pupils who have SEND and additional needs.
To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs.
To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this
To provide an appropriately qualified and experienced SENDCo in post who can ensure that the SEND Policy is put into practice.
To provide support and advice for all staff working with SEND pupils.

Legislation and Guidance

This 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 SEND
The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (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
The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Contacts

Our Special Needs Coordinator (SENDCo) at Mill Lane Primary School is Mrs Wilby, who is also a member of the senior leadership team. If you need to contact her please phone the school on 01924 477544 or email office@mill-lane.org.uk

Definitions

Special educational needs
A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.
They have a **learning difficulty or disability** if they have:
A significantly greater difficulty in learning than most others of the same age, or
A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability
Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children. Through pupil progress meetings and meetings with the SENDCo, children are highlighted who are not making the required progress. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to higher level support called SEN Support.

Quality first teaching at Mill Lane allows teachers to support all children, through excellent classroom teaching. Quality first teaching is what is on offer for all children – a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children.

Quality first teaching includes:
- well-resourced and carefully planned provision which provides a rich learning environment
- clear objectives that are shared with the children
- lively, interactive teaching and learning, based on real life, practical experiences
- carefully structured, differentiated learning activities which enable all children to participate fully
- children being supported with their learning, in groups, pairs and sometimes individually
- children being helped to take responsibility for their own learning, when appropriate - children being encouraged to know their own targets and how to achieve them

If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called SEN Support.

If your child is identified as needing SEN Support, we will:
- put a plan in place to support your child.
- regularly review your child's progress
- meet regularly with parents to discuss progress and plan future support.

Most children receiving SEN Support will respond well to this support and make effective progress. However, some children may have more complex needs requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHC Plan).

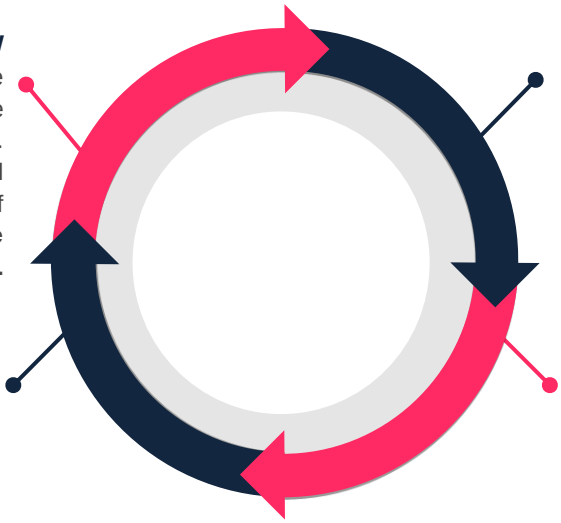
The Code specifies four broad areas of need:
Communication and Interaction (including Autism)
Cognition and Learning
Social, emotional and mental health difficulties
Sensory and/or physical needs.

Area of Need	
Communication and interaction	This area focuses on children who have difficulty communicating with others. **Speech, Language, and Communication Needs (SLCN):** Difficulty communicating, understanding, or using spoken language. **Autistic Spectrum Disorder/ Condition (ASD/ASC):** Challenges with social interaction, communication, and flexible thinking.
Cognition and learning	This relates to children who learn at a slower pace than their peers, even with appropriate differentiation. **Specific Learning Difficulties (SpLD):** Affects specific areas of learning, such as dyslexia (reading), dyscalculia (maths), or dyspraxia (coordination). **Moderate Learning Difficulties (MLD):** General, long-term learning challenges. **Severe Learning Difficulties (SLD):** Significant cognitive impairment, requiring high levels of support. **Profound and Multiple Learning Difficulties (PMLD):** Complex learning needs, often with physical or sensory disabilities.
Social, emotional and mental health	This area covers children with difficulties managing their behaviour, emotions, and social interactions. **Mental Health Difficulties:** Anxiety, depression, or self-harming behaviours. **Disorders:** Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or attachment disorders. **Behavioural Difficulties:** Withdrawn, isolated, or challenging behaviours.
Sensory and/or physical	**Sensory and/or Physical Needs** This covers children with a disability that hinders them from utilizing standard educational facilities. **Visual Impairment (VI):** Partial sight or blindness. **Hearing Impairment (HI):** Partial or profound deafness. **Multi-Sensory Impairment (MSI):** Combined vision and hearing difficulties. **Physical Disability (PD):** Conditions requiring specialist equipment or support.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability, but these alone do not constitute SEND.
The Code no longer allows for the identification of behaviour to describe SEND. Any concerns we may have about a child with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above.

A Graduated, Whole School Approach to SEND Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach. The graduated approach is a 4-part cycle of **assess, plan, do, review.**



Review
We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

At Mill Lane School we have an agreed system by which different stages of support are documented and monitored.

Document	Explanation	Responsibility	Reviewed
PEP- Personal Education Plan	This is a document which records strengths and areas of need for an individual child. It includes provision and access available and what things are important to the child.	Class teacher SENDCo Parents	Reviewed end of year ready for transition to new class or earlier if needed
I-APDR	This document records a child's SEND support process, detailing how the school will provide additional help, monitor progress, and review support over time.	Class teacher SENDCo Parents	Reviewed every term from when written
EHCP Education, Health & Care Plan	An EHC plan is a legal document which is issued by the Local Authority. It would mean that your child has been assessed by the Local Authority as needing an ongoing, high level of support, which may need additional funding.	Teacher Key worker Parents Any agencies involved	Annually or an emergency review can be called if needed

If the school feels it has exhausted its own resources in terms of supporting a pupil additional help can be requested from external agencies. This process entails a referral being made and an assessment of the submitted evidence being made by an external panel. Following a successful referral external support is offered to the pupil to enable them to make progress – the school works alongside the external agency to ensure the support is continued once the agency withdraws.

The SEN Register.

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
The provision for these pupils is funded through the school's notional SEND budget. School can also ask for advice from the cluster and may receive funding without an EHCP.
On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA. The LA will now allocate budgets to a cluster of schools, we are in cluster 17 with six other schools. This is a new way of working so will be reviewed regularly. The aim is to achieve better outcomes for children and improve capacity of settings to meet needs.
On the census these pupils will be marked with the code E.

Supporting Pupils/Students and Families

We aim to work in partnership with our pupils, their parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:
Our admissions arrangements.
Our links with other agencies.
Our arrangements for assessments.
Our transition arrangements
Our school policy on managing medical conditions of pupils.

Supporting Pupils at School with Medical Conditions

At Mill Lane School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
At times, children with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the SENDCo.

Children's medicines are kept centrally (in a fridge if necessary). Asthma inhalers are in the school office and Epipens are kept in an appropriate place in class and in the school office. We ensure that your child knows where their inhaler or Epipen is to be kept. School has spare Epipens in the office.
Any child needing medications (including children with SEND) will require a parental permission form to be completed. These are kept in the school office.
For full details of arrangements regarding medical conditions and medications, please see the Managing Medical Conditions Policy.

Monitoring and Evaluation of SEN

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will be reviewed annually by the whole staff, governors and any amendments made to comply with the new legislation
Effective implementation of the SEND policy will be evaluated by:

Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.
Ensuring that available resources are appropriate for children's needs and adding to them as necessary.
Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.
Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings.
Ensuring that school records are kept up to date for each individual child.
Reviewing the progress of children by using provision documents and support plans to ensure they are reaching their potential.
Termly consultations to discuss the progress of children with SEND.
Annual reviews of children with an Educational Health Care plan.

Workforce Development

An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCO to explain the systems and structures in place to support the needs of individual children.

The training needs of all staff are identified and relevant training is found and provided.

The school's SENDCO regularly attends the LA's SENDCO network meetings in order to keep up to date with local and national issues and changes in SEND. The SENDCO also attends the termly Cluster meetings. A SEND Cluster Group is a collaborative group of Special Educational Needs and Disabilities Coordinators (SENDCos) who meet regularly to discuss individual pupil cases, share expertise and good practice, and work together to identify appropriate support and strategies to meet pupils' special educational needs and disabilities (SEND). We are currently Cluster 17 with six other local schools.

Roles and Responsibilities

Meeting children's special educational needs is the shared responsibility of the LEA, governors, parents, teachers and support staff.

It is the statutory duty of the governing body to make provision for all children with SEND. This includes the majority of those who do not require EHC plans as well as the minority with EHC plans.

Governors must:
Ensure a member of staff is designated SEND co-ordinator.
Ensure the necessary provision is made for pupils with SEND.
Consult with the LEA and other bodies to co-ordinate SEND provision.
Publish a SEND policy.
Publish information in the Annual Report to Parents on:

- The success of the SEND policy
- Any significant changes
- Any consultations with other schools, the LEA etc.
- The allocation of resources.

Ensure that pupils with SEND have full access in all areas of school life.

Ensure that a summary of the SEND policy is included in the school prospectus.
Consult with the LEA about appropriate staff training in SEND.
Have regard to the Children and families act 2014 and the SEND code of practice 0-25

The SEND Governor is Rehana Raja who meet with the SENDCo termly and monitor the progress of children with SEN.

The Headteacher:

- has a legal responsibility to inform parents if a child is identified as having learning difficulties.
- will keep governors informed about SEND in school via termly reports to the Governing body by the SENDCo.
- has the management role to determine how resources are allocated to and amongst children with SEND.

The headteacher is Miss Barlow who meets with the SENDCo half termly to discuss SEN within school.

The Special Educational Needs Co-ordinator (SENDCO) is responsible for:

- the day-to-day operation of the policy.
- liaising with and advising fellow teachers.
- co-ordinating provisions for children with SEND.
- maintaining the school's SEND register.
- liaising with parents / carers of children with SEND.
- identifying and contributing to the in-service training of staff.
- liaising with external agencies, including the Educational Psychological Service and other support agencies, medical and social services and voluntary bodies.

The SENDCo identified in school will actively encourage a positive working partnership between the parent / teacher / psychologist / other agencies, working to meet the special educational needs of each pupil.

The SENDCo is Mrs Wilby.

The Class Teacher will:

- plan a broad and balanced curriculum.
- assess and plan differentiated activities
- identify a child's SEN using the agreed criteria.
- assess each individual child's SEN at the earliest opportunity.
- employ learning strategies and programmes which will cater for SEN.
- plan and record interventions with the help of the SENDCo where appropriate, to enable each child to have access to the National Curriculum.
- produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEN to experience success.
- assess and review progress, keeping records in accordance with school and Kirklees guidelines.
- liaise with parents at regular intervals.
- inform and explain the procedure to parents, value their contribution to reviews.
- inform the Headteacher and the SENDCo of any child with SEN.
- liaise with Support Assistants who are working with children with SEN.
- participate in regular SEN meetings and training.

Educational Teaching Assistants will:

- work alongside Class Teachers implementing programmes with individual children under the direction of the teacher.
- prepare appropriate materials and resources.
- feedback information to staff and keep records as directed by the teacher
- contribute their knowledge of the child and progress to enable future provision to be made.
- undertake any necessary training

Parents or carers

The school aims to promote positive, collaborative partnerships with parents. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

Partnership with parents is encouraged by:

- acting upon parental concerns.
- Having formal and informal discussion between parents and staff.
- providing activities for parents to work with their children at home when appropriate.
- involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.
- informing parents about school policies for SEND in the School Prospectus and at Annual Parents Meetings.
- making clear to parents the complaints procedure should they feel dissatisfied with the provision made for their child, details of which are available in school with the class teacher.

Pupils

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
Explaining what their strengths and difficulties are
Contributing to setting targets or outcomes
Attending review meetings
Giving feedback on the effectiveness of interventions
The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored in a locked cupboard in the SENDCo's office. These are all kept in school whilst the child attends. If the child leaves all documents are passed onto the next setting. These are hand delivered and signed for.

Reviewing the Policy

The policy will be reviewed in September 2027. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:
The curriculum
The physical environment
The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Dealing with Complaints

If, at any stage, you are not happy with the provision being offered by school you should contact your child's class teacher and/or Mrs Wilby. At all times we hope to work with parents to offer their child the very best. However, we recognise that sometimes things cannot be resolved readily in which case the school's complaints procedure should be followed.

Bullying

At Mill Lane School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our children with SEN. Please refer to or Behaviour Policy and Safeguarding Policy.

Appendices (available from the school office on request)

The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
Support Plan
Educational Psychologist request form
Single Point of referral
Specialist provision
Equality Policy
Behaviour Policy
Safeguarding Policy