



Special Educational Needs and Disability Policy

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Monkston Primary School
Special Educational Needs Policy

Contents

1. INTRODUCTION.....	4
2. RATIONALE	4
3. SCOPE	4
4. PRINCIPLES	4
5. DEFINITION OF SEND.....	5
6. AIMS	6
6.1 General.....	6
6.2 Specific	6
7. INTEGRATION AND ENTITLEMENT	6
8. THE SCHOOL’S THRESHOLDS AND CRITERIA FOR THE DEFINITION OF SEND	7
8.1 Pre-SEND category: Teacher concerns.....	7
8.2 SEND Identification	7
8.3 Intervention.....	8
External Agencies	9
8.4 Exiting the SEND register	9
Individual Education Plans	10
IEP Review Meetings.....	11
Record Keeping	11
9. ROLES AND RESPONSIBILITIES.....	11
The Governing Body.....	11
The Headteacher	12
Inclusion Leader	12
Deputy Inclusion Leader	13
Teaching Staff.....	13
10. ADMISSION ARRANGEMENTS	14
11. TRANSFERS	14
12. PARENT-SCHOOL PARTNERSHIP	14
13. RESOURCES	14
13.1 Specialist resources.....	14
13.2 Staffing and financial resources	15

Monkston Primary School
Special Educational Needs Policy

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES [SEND]

1. INTRODUCTION

At Monkston Primary School we are fully committed to meeting the needs of those pupils with Special Educational Needs and Disabilities [SEND] so far as is reasonably practical and compatible with the provision of the effective education of other pupils. In meeting these responsibilities, Monkston Primary School has due regard to the 'SEND Code of Practice 2014,' 0-25 guidance and the 'Equality Act 2010'.

This policy follows a whole school format and rationale.

2. RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for SEND. It reflects the essential part that support for SEND plays in the education of our children. It is important that a positive attitude towards SEND is encouraged amongst all our children in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum requirements.

3. SCOPE

This statement of policy relates to all children, staff, parents and governors of Monkston Primary School. The age range and needs of the children from Monkston Primary School have been taken into account in the creation of this policy and the development of SEND provision.

4. PRINCIPLES

At Monkston Primary School, our commitment to SEND is demonstrated as follows: policy and provision are evaluated and reviewed regularly;

- resources of time, people and equipment are planned, budgeted for and detailed, when appropriate in the school development plan;
- the governing body of Monkston Primary School discharge their statutory responsibility with regard to SEND; and
- planning for SEND ensures continuity and progression in meeting the needs of the children.

Monkston Primary School
Special Educational Needs Policy

5. DEFINITION OF SEND

“A pupil has SEND where their learning or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.”

SEND Code of Practice 2014

Four areas of SEND are listed in the Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical

It is acknowledged that many children with SEND may have needs that overlap these key areas. These key areas have changed from the previous Code of Practice; specifically, ‘behaviour’ in itself is no longer viewed as a special educational need. The school recognises that behaviour may be a form of communication and may indicate an unmet need. Where behavioural concerns arise, staff consider whether there may be underlying SEND or SEMH needs and respond appropriately.

A child must not be regarded as having learning difficulties solely because the language or form of language of the home is different from the language in which he or she is being taught.

The definition of children with learning difficulties includes children with a disability where special educational provision needs to be made. This does not mean that children with a disability necessarily have learning difficulties or that only disabled children with learning difficulties have special educational needs.

A child who exhibits challenging behaviour does not necessarily have SEND; thorough investigation is undertaken as to what the behaviour is a symptom of. This will include looking at teaching, management and individual pupil analysis.

Special educational provision means educational provision that is additional to, or otherwise different from, the quality first teaching supplied generally for children of their age in schools maintained by the local authority.

The school recognises that some pupils may experience **Social, Emotional and Mental Health (SEMH) needs** which can impact their learning, behaviour and wellbeing. We promote positive mental health for all pupils and provide early support where difficulties arise. This may include pastoral support, nurture provision, regulation strategies, and working with external professionals. Where mental health difficulties significantly impact learning and access to the curriculum, these needs may be identified as SEND.

Monkston Primary School Special Educational Needs Policy

6. AIMS

6.1 General

The school values the views of pupils with SEND and ensures they are given opportunities to express their opinions about their learning, support and progress. Their views are considered when reviewing outcomes and planning provision. Although relating specifically to SEND our aims for this area are also in line with the school's general aims:

- *Making sure that the school experience has breadth, quality and relevance so that every child may build on his or her achievement to reach their personal best;*
- *Providing a secure, stimulating and challenging environment allows us to meet the needs of every child.*

6.2 Specific

In providing for those pupils defined as having SEND, we seek to ensure the following:

- that all children are valued equally;
- that all pupils make at least good progress;
- that we work in close partnership with parents/carers and children;
- that pupil's needs are identified and assessed as early as possible;
- that all children have access to a relevant, broad and balanced curriculum;
- that we work proactively with the LA and other agencies – including social services, education support services, psychologists and medical services – in identifying, assessing and meeting special educational needs;
- that we maintain and develop a range of expertise within the school;
- that we monitor, review and evaluate policy and provision on a regular and systematic basis.

7. INTEGRATION AND ENTITLEMENT

Within our provision for SEND we aim to ensure the following:

- that every pupil has the right to access the full range of curriculum opportunities;
- that all children are respected and treated as full members of the school community;
- that classroom organisation and management positively encourages and supports the functional integration of all children with support into the classroom setting as far as possible;
- that all children are encouraged to interact and participate fully within the classroom.

Monkston Primary School
Special Educational Needs Policy

8. THE SCHOOL'S THRESHOLDS AND CRITERIA FOR THE DEFINITION OF SEND

At Monkston Primary School we follow the guidance given by Milton Keynes LA with regard to thresholds and criteria for SEND.

8.1 Pre-SEND category: Teacher concerns

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before using quality first teaching to provide a range of strategies and support to meet the needs of the child. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. All teachers are responsible for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have. The Inclusion Leader will keep a record of children who are not currently identified as having a SEND, but may need close monitoring by their class teacher.

Using this evidence, the class teacher might come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the Inclusion Leader should be consulted. The starting point will be a review of the strategies used and the way these might be developed. This review may be coupled with an observation of the child and might lead to the conclusion that the pupil requires help over and above that which is normally available in the class. The child's name will then be placed on the school's SEND Register. Parents are consulted as soon as teachers raise a concern to the Inclusion Lead. If the child is placed on the SEND register, parents are invited to meet with the class teacher and Inclusion Lead to discuss identification and additional provision. Personalised outcomes are then created for the child through the means of an Individual Education Plan (IEP)

8.2 SEND Identification

The principal test of the need for action is the evidence that current rates of progress are inadequate and/or expected levels are not being reached, making it necessary to take some additional or different action to help the pupil learn more effectively. Whatever the level of pupils' difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress and reaching expected levels of attainment, as measured by our termly assessments. Teachers have termly pupil progress meetings with the Deputy Headteacher or Assistant Headteachers, which provides an opportunity to explore any examples of inadequate progress or significant below average attainment levels and can lead to identification of SEND.

Monkston Primary School Special Educational Needs Policy

The triggers for intervention could be the teacher's or others' concerns. This must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities, still demonstrates the following:

- makes little or no progress even when teaching approaches are targeted particularly on a child's identified area of weakness; or
- shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas; or
- presents persistent emotional and behavioural difficulties, which are not improved by the behaviour management techniques usually employed in school; or
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment; or
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

8.3 Intervention

When a class teacher and the Inclusion Leader identify a child with SEND, the class teacher should provide interventions and provision that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. If a child's class teacher concludes the child might need further support to make progress, they should seek help from the Inclusion Team. The Inclusion Leader will then collect additional information. This may include further diagnostic assessments, information from the parents and the need to liaise with other agencies – for example health or social services – if they are involved with the child. The child's class teacher will remain responsible for the following:

- working with the child on a daily basis; and
- planning and delivering an (IEP) which will be reviewed each term;
- or planning and delivering a school SEN Support Plan which will be reviewed every 6-8 weeks.

It is Monkston Primary School's responsibility at this stage to provide any support. The Inclusion Team and the class teacher should decide on the action needed to help the child to make progress. The school follows the **graduated approach (Assess–Plan–Do–Review)** to supporting pupils with SEND. This cyclical process ensures that provision is carefully planned, implemented, monitored and reviewed in partnership with parents and the pupil. Intervention strategies could include the following:

Monkston Primary School Special Educational Needs Policy

- deployment of extra staff to provide individual or small group support (this will depend on the financial resources and staff availability);
- deployment of staff to relieve the class teacher, so that they are able to provide individual or small group support and interventions;
- provision of different learning materials or special equipment;
- staff development and training;
- Inclusion Leader/class teacher/LSA time spent on devising the nature of the planned intervention;
- advice from the LA/other Advisory Body support services;
- working with our nurture assistant, if this is an area of concern.

External Agencies

The school might decide to request help from external services. Monkston Primary School approaches specialist consultants when it acts on behalf of a child with SEND. The local authority may require the school to create a SEN Support Plan for the child to extend the provision for that child further, or to set specific targets. These consultants may need to see the child in school, if this is practical, so they can give advice to teachers on new outcomes with fresh targets and accompanying strategies. The support could include assessment and writing reports or advice as well. The kinds of support and services vary according to the needs of the child.

Monkston Primary School also works in close partnership with a Speech and Language therapist from the company 'Magic Words'. This therapist works in school once a week with pupils who have been identified as needing specialist speech and language support. Our Speech and Language therapist communicates the progress that each child is making regularly with the Inclusion Team and class teachers and this is shared with parents at IEP/School SEN Support Plan meetings, or more regularly if deemed necessary.

NB: While the school does not require parental permission to identify SEND, we do gain permission to involve external agencies in the provision of support.

8.4 Exiting the SEND register

The class teacher and Inclusion Team may remove a child from the SEND register, if the child has made significant progress and is on course for working in line with expected levels for their year.

8.5 Education, Health and Care Plans (EHC Plan)

Where, despite the relevant action having been taken to identify, assess and meet the SEND of the child, the child has not made the expected progress, the school or parents can consider requesting an Education, Health and Care needs assessment. The purpose of an EHC plan is to

Monkston Primary School Special Educational Needs Policy

make provision that meets the child's SEND, in order to secure the best possible outcomes for the child across education, health and social care. It details the needs of the child and the provision that must be made by the school to help meet these needs. It is a legal document. For further information on how the plan is formulated, please go to this link on the Milton Keynes Council website:

<https://www.mksendlocaloffer.co.uk/education-health-and-care-plans-ehcps/education-health-and-care-plans-and-processes-ehcps>

Please note: the DFE guidance for parents ['Special educational needs and disability: a guide for parents and carers'] does make it clear that parents can apply directly to the Local Authority without the agreement of the school; however, the school's views will be given due consideration by the LA when the decision is made concerning whether or not to conduct an assessment.

Once the request for an assessment is submitted, it goes to a panel of professionals at the LA that decide whether or not to go ahead with the statutory assessment. If it is decided not to go ahead, parents are informed within six weeks of this by the LA, and a 'way forward' meeting is arranged where a LA representative meets with parents and the school to discuss and plan next steps. If it is agreed to carry out an assessment, professionals involved with the child are called upon to submit relevant paperwork to support the application. It could be decided at a later date, within 16 weeks, that a plan is not appropriate, and parents are duly informed. Where it is agreed that a plan is needed, a proposed plan is sent to the parents within twenty weeks of the request being submitted.

The annual review is a yearly meeting to discuss the progress the child has made towards the outcomes agreed upon in the EHC Plan and to make decisions as to whether the plan is still accurate. The meeting is organised by the Inclusion Leader. Parents, the child and all relevant agencies are invited.

The plan may remain in place unchanged. Where changes are made, the Inclusion Leader takes responsibility for amending and returning documents to Milton Keynes Council who will issue a new plan.

8.6 Recording/ Monitoring

Individual Education Plans

All children on the SEND register are entitled to an Individual Education Plan [IEP].

It is the responsibility of the child's class teacher to draw up and review the plan. The IEP should record only what is different from, or additional to, the differentiated curriculum. It should focus on two or three 'SMART' targets that match the child's needs. The child's targets are shared and agreed with parents and a copy of the IEP is sent home so that work can be done at home to support the

Monkston Primary School Special Educational Needs Policy

targets. These targets are monitored by the class teacher throughout the term using the schools IEP monitoring sheets.

IEP Review Meetings

It is the responsibility of the class teacher to ensure that IEPs are formally reviewed every term and the necessary follow-up action taken. There are some children who might benefit from more frequent reviews, to be determined by the Class Teacher and/or Inclusion Leader. Parents are encouraged to take part in the IEP review. Children's views on their progress may be sought if deemed appropriate.

SEN Support Plans

School SEN Support plans are created by the Inclusion Leader and the class teacher for children who are on the SEND register, but require more regular monitoring and interventions than an IEP offers. Review meetings for SEN Support Plans happen every 6-8 weeks and these meetings are with the Inclusion Lead, the class teacher and the child's parents. Targets created for the child's plan are 'SMART' to match the child's needs. Children with an SEN Support Plan may receive some 1-1 support in school or receive regular additional support in lessons to help them achieve their full potential.

Record Keeping

The Inclusion Team maintains a record of all children on the special needs register using the *Provision Map* software. All paperwork relating to children on the SEND register is stored securely using the software and is accessible to the child's class teacher. The Deputy Headteacher, working alongside the assessment coordinator, assesses progress throughout the whole school using a tracking grid.

9. ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, Headteacher, Inclusion Leader and Deputy Inclusion Leader, all members of staff have important day-to-day responsibilities.

The Governing Body

The Governing Body, with the Headteacher and staff at Monkston Primary School, has agreed this policy and the procedures for meeting the needs of those pupils with SEND, with or without an EHC plan. The governors determine the staffing and funding arrangements and maintain a general oversight of the school's work.

Monkston Primary School Special Educational Needs Policy

The school has a named governor for SEND who takes an interest in and monitors the school's work in this area. As part of this role, the named governor meets with the Inclusion Team to discuss the provision for SEND and the implementation of this policy.

The Headteacher

The Headteacher, with the support of the Inclusion Team and senior management team, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Inclusion Team will meet with the Headteacher and discuss SEND issues as they arise.

Inclusion Leader

The Inclusion Leader takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and other agencies. She will provide relevant professional guidance to colleagues with the aim of securing high-quality teaching and good progress for children with SEND.

Through analysis and assessment of children's needs and by monitoring the quality of teaching and standards of pupil's achievement and target setting, the Inclusion Leader, alongside the class teacher, will develop effective ways of overcoming barriers to learning and sustaining effective teaching.

At Monkston Primary School the principle responsibilities of the Inclusion Leader include the following:

- overseeing the effective day-to-day operation of the SEND policy;
- co-ordinating provision;
- co-ordinating progress monitoring of children with SEND;
- Working collaboratively with parents and teaching staff to conduct timely reviews of SEN support plans;
- liaising with, and providing advice and support to teachers;
- providing advice and support to the specific learning support assistants;
- overseeing the records of all children with SEND;
- the administration of annual and termly reviews, and SEND register;
- liaising with parents of children with SEND;
- contribution to the in-service training of staff; liaising with appropriate external agencies; and ordering resources for SEND pupils.

Monkston Primary School Special Educational Needs Policy

- Co-ordinating the transition of children with SEND from Nursery and Pre-school to the EYFS at Monkston.

At Monkston Primary School, the Inclusion Leader is part of the Senior Leadership Team and the role is given additional non-teaching time to fulfil the requirements of the role.

Deputy Inclusion Leader

The Deputy Inclusion Leader acts as a deputy for the Inclusion Leader and works alongside her in the day-to-day management of SEND provision in school.

At Monkston Primary School, the principle responsibilities of the deputy inclusion leader include the following:

- managing and monitoring the IEP process across the school;
- co-ordinating provision alongside the inclusion leader;
- Working collaboratively with parents and teaching staff to conduct timely reviews of SEN support plans;
- creating and managing the timetables of support staff;
- creating, monitoring and updating the school's internal provision overview;
- keeping the *Provision Map* records up to date;
- liaising with school's Speech and Language Therapist;
- sourcing the correct paperwork for the Speech and Language Therapist from parents and class teachers;
- co-ordinating the year 6 transition visits for identified children and liaising with the relevant secondary school contacts.

We acknowledge the importance of this role and the time required for managing SEND, thus the Deputy Inclusion Leader is given additional non-teaching time in order to fulfil their duties.

Teaching Staff

All teaching staff are expected to be involved in the development of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND. Class teachers are fully involved in providing for the needs of all the children in their care, in writing IEPs and collecting additional information from the Inclusion Leader and other agencies. Class teachers are responsible for setting suitable learning targets, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress. Class teachers have time allocated to run weekly SEND interventions for their pupils on the register and are responsible for tracking and monitoring their progress using the IEP tracker sheets.

Learning support assistants, employed to support a specific child with SEND, have appropriate responsibility for the child's specific needs during their time with that child. The learning support

Monkston Primary School Special Educational Needs Policy

assistants will liaise with the class teacher on planning and in monitoring pupil progress and may be responsible for using the IEP tracker sheets if requested by the class teacher.

10. ADMISSION ARRANGEMENTS

The admission arrangements and criteria are reviewed annually and published in the school prospectus. The admission arrangements comply with the school's duties under the Equality Act 2010.

11. TRANSFERS

At Monkston Primary School we would wish for the transition of all children to be as smooth as possible. The Inclusion Leader will ensure that all relevant SEND information held on the child is passed on as soon as possible. We also offer to share background information and successful strategies found with the new school in a verbal discussion between current staff and new teachers.

12. PARENT-SCHOOL PARTNERSHIP

At Monkston Primary School we are committed to working together with parents and their involvement in their child's education is highly valued. Parents are able to make appointments with the child's class teacher, the Inclusion Leader, or the Headteacher at any mutually convenient time to discuss their child's progress. Parents are informed as early as possible of concerns regarding their child's learning or changes to their SEND status. Their views are considered in devising programmes of support. Parents are asked to agree both the review and IEP/SEN support plan to show it has been discussed and a copy of the current plan is sent home to encourage parents to work towards the targets at home. Parents are signposted to the Local Offer and Milton Keynes SEND Information, Advice and Support Service [SENDIAS] should they require additional support. Any complaints relating to the provision for children with SEND will be handled in accordance with the School's Complaint Policy; a copy of which is available from the office and also on the school website.

13. RESOURCES

13.1 Specialist resources

Monkston Primary School has been purpose-built for access with wheelchairs and includes toilet facilities for the disabled to comply with the Building Regulations and The Education (School Premises) regulations 1999.

Monkston Primary School has a SEND teaching room used regularly for small groups of children from both Key Stage 1 and Key Stage 2. The SEND allocated budget has allowed the co-ordinator to purchase a range of published resources to meet and support SEND children's IEP/SEN support plan targets. We are also able to borrow a range of more specialist resources from outside agencies.

Monkston Primary School
Special Educational Needs Policy

13.2 Staffing and financial resources

SEND income through the school budget share is identified and targeted to support the provision of SEND support across the school. Where the need is greatest, a classroom teaching assistant is provided to support children's needs in class. This is regularly reviewed. A child with an EHC plan have dedicated support time as identified within their plan. The Inclusion Leader and individual teachers as required are provided with time to plan, assess and monitor children's progress and attend meetings with parents and outside agencies.

The allocation of the school budget share and other funding is reviewed annually as part of the process of establishing the school's financial plan. The expenditure is monitored and scrutinised by the senior staff and appropriate committees of the governing body.

Monkston Primary School
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