



Special Educational Needs and/or disability Policy

School Policy

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Signature (Chair of Governors):	Lisa Charlton
Date Ratified by Governing Body:	

Contents

1. Aims	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. Monitoring arrangements	11
6. Links with other policies and documents.....	11

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Mill Rythe Junior School, we feel that every child within our school community should be valued equally irrespective of their needs, behaviour or background. We take the view that all members of staff, children, parents, carers and governors, statutory and voluntary agencies have shared responsibilities to maximise the life chances of every child.

Children with special educational needs will become successful, enthusiastic, independent learners when:

- their diverse needs are identified, fully recognised and met.
- potential barriers to their learning are minimised and overcome.
- the curriculum is successfully designed and adapted to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they can do with increasing fluency and independence.
- they are given full access to a broad, balanced and ambitious curriculum including the National Curriculum which enables pupils to develop the knowledge and cultural capital they need to succeed in life.
- they are fully included in the school community.
- their views are sought, valued and considered.
- parents / carers are valued as equal partners in their children's education.
- there are high expectations for the pupils with SEND which enables them to achieve the best possible outcomes.

To ensure that the needs of all children with special educational needs are recognised and addressed the school aims to:

- identify early and accurately children's additional educational needs.
- meet children's additional educational needs within the classroom in their day-to-day learning by addressing potential areas of difficulty and removing barriers to pupil achievement by providing support that is different to and/or additional to others where appropriate.
- meet specified additional educational needs through planned intervention which builds on best practice.
- measure the impact of these interventions and evaluate the implications of these.
- implement practical strategies for raising standards for children with SEND.
- take into account the views of the child and the child's parents or carers.
- provide access to the same broad and balanced curriculum all other pupils receive.

- ensure children with SEND have the same opportunities as all other children to take part in curricular and extra-curricular activities.
- ensure close liaison between home and school through regular open, positive and honest discussion with parents and children.
- draw upon the expertise of external agencies when appropriate and aim to strengthen this support through an integrated approach.

2. Legislation and guidance

This policy and information report 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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

Special Educational Needs:

A child has special educational needs if he or she has a barrier to learning which calls for special educational provision (this may include learning, physical, social / emotional or sensory barriers).

Learning Difficulty:

A pupil will be identified as having a special educational need if they have a learning difficulty or disability which calls for 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 the majority of 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.

A pupil **will not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, appropriate support for them will be sought.

4. Roles and Responsibilities

4.1 The SENCO

They will:

- work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- advise on the graduated approach to providing SEND support.
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- be the point of contact for external agencies, especially the local authority and its support services (specialist teacher advisory services, educational psychology services, health and social services and voluntary bodies).
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- ensure the school keeps the records of all pupils with SEND up to date.
- contribute to the in-service training of staff.
- ensure that, where a pupil has special educational needs, those needs are made known to all who are likely to teach him / her, and to his / her parents or carers.
- manage the Teaching Assistants (TAs) - including aspects of their performance management.
- plan, monitor and track progress of SEND interventions.
- track and monitor the progress of pupils with SEND over the short term (ie measuring and reporting on the impact of interventions) and the longer term (ie progress across the key stage).
- liaise with the SEND governor and the governing body to ensure that they have the necessary information and knowledge to fulfil their roles in relation to SEND.
- monitor the quality and effectiveness of SEND and disability provision within the school.

4.2 The SEN governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings.
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is 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 SEND policy.
- keeping the child's SEND profile up to date by noting down the specific needs and provision provided in class.

4.5 The Pupil

Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child. (Articles 12 and 13, The United Nations Convention on the Rights of the Child)

All children with SEND are actively involved at an age appropriate level in discussions about their SEND profiles (see appendix B), including target setting and review arrangements, and are encouraged to express their own views and have them taken into account. Children are encouraged to share in the recording process and in monitoring and evaluating their own performance.

The school is sensitive to the level of understanding and feelings of the child, and provides appropriate information in a non-stigmatising way. The children's achievements are noted and celebrated as well as any difficulties clarified and addressed. Recognition of success for all children is integral to the life of the school and acknowledging successes in meeting targets on SEND profile is a vital part of the SEND profile process.

Some children will have contact with a range of professionals from outside agencies. These agencies are encouraged to listen to the child's views and record those views within any reports or reviews.

4.6 Parents / Carers

The SENCo, teachers, pastoral and other staff all have an important role in developing positive and constructive relationships with parents. The school values the contribution of parents and encourages their participation. Parents and carers are told when the school first identifies that a child has a specific educational need. Through termly parent meetings and sharing of SEND profiles, the school ensures that parents and carers understand the purpose of any intervention or programme of action and are encouraged to participate from the outset and throughout their child's educational career at the school.

In working with the school, parents and carers of children with special educational needs should:

- communicate regularly with the school and alert them to any concerns they may have about their child's learning or provision.
- fulfil their obligations under the home-school agreement.

- support the child as agreed at SEND meetings and annual review meetings.

In working with parents and carers of children who have special educational needs, the school will aim to:

- inform the parents and carers when they first identify their child as having a special educational need.
- involve the parents and carers in the school-based response for their child.
- ensure the parents and carers understand the purpose of any intervention or programme of action.
- meet regularly with the parents and carers to update them on their child's progress, to share relevant information between home and school and to seek the parents' and carers' and child's views of the intervention and its success.
- support the parents and carers in their involvement with their child's learning at the school.
- support the parents and carers during statutory assessment should this take place.

5. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- SEN Information Report
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix A

Mill Rythe Junior School SEND register criteria and categories

Category	SEND support
Cognition and learning (general or specific)	<ul style="list-style-type: none"> • These children will not have achieved age expected levels in aspects of learning as defined by national measures and despite appropriate interventions. • Their rate of progress is slow in comparison to other children of the same age. • They may have experienced some delay in the acquisition of language and this is reflected in oral and written communication skills. • They may have specific learning difficulties (SpLD) and/or motor skills delay. • They may have difficulty in understanding concepts, and may exhibit memory and processing difficulties. • They may find it difficult to engage and have a limited concentration span. • Use the graduated approach to secure good outcomes for these children.
Specific learning difficulties	<ul style="list-style-type: none"> • SpLDs affect the way information is learned and processed. They can have significant impact on education and learning and on the acquisition of literacy and numeracy skills. • SpLD is an umbrella term to cover a range of frequently co-occurring difficulties, more commonly: <ul style="list-style-type: none"> ○ Dyslexia ○ Dyspraxia ○ Dyscalculia ○ Auditory processing disorder
SEMH (Social. Emotional and mental health difficulties)	<ul style="list-style-type: none"> • Where children have SEMH, these may substantially affect their behaviour and regularly create barriers to their own learning or that of others. • They may experience a range of difficulties in acquiring the social and emotional skills that are necessary to succeed. • They may persistently experience these difficulties despite differentiated learning opportunities and the strategies usually employed to promote positive behaviour (school's behaviour policy). • Behaviours manifest over time may include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons. • They have an Individual Behaviour Plan which is reviewed and monitored on a regular basis. • Support may be sort from the following: CAMHs, MHST, BST or Ed Psy.
SLCN (Speech, language and communication needs)	<ul style="list-style-type: none"> • The child has language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationships. • Areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers. • The child has disordered/delayed receptive language skills: They may have: <ul style="list-style-type: none"> ○ Difficulty understanding the meaning of words and concepts: abstract vocabulary, words with more than one meaning depending on context, literal understanding of language ○ Reduced higher level language skills, such as drawing inference, making predictions, cause and effect reasoning; problem solving. <p>The child/young person has disordered/delayed expressive language. They may have difficulty with:</p> <ol style="list-style-type: none"> i) Speech: articulation difficulties, verbal dyspraxia, dysfluency ii) Accessing vocabulary (word retrieval) iii) Organising and sequencing thoughts and ideas and expressing these in both, spoken and written output. <ul style="list-style-type: none"> • The child/young person has social interaction and communication difficulties which can cause conflict, impact on their ability to form and maintain

	<p>friendships, make them socially isolated and vulnerable.</p> <ul style="list-style-type: none"> • The child/young person have difficulty in understanding and/or expressing emotions. • Any of the above may result in frustration, stress, high levels of anxiety, ritualistic and/or challenging behaviours, school refusal and mental health difficulties.
ASD (Autistic Spectrum Disorder)	<p>Autism is a lifelong condition which affects the way that a person communicates and relates to people and the world around them. It is often appropriate and helpful to view autism not as a deficient way of being but as a different way of being. Where the term 'difficulties' is used and the impact described, it will sometimes be useful to reflect on 'difficulties' as a presentation of difference. The four key areas of difference are in:</p> <ul style="list-style-type: none"> • Communication • Social understanding • Sensory processing • Processing information <p>The impact of these differences on the individual will vary from CYP to CYP and every pupil will require a personalised and differentiated approach. Some CYP with ASD may face additional challenges such as learning disabilities and difficulties.</p> <p>In summary:</p> <ul style="list-style-type: none"> • The child/young person (CYP) has difficulties with communication, social interaction and flexible thinking which cause barriers to learning and the development of positive social relationships despite the provision of differentiated learning opportunities. • The difficulties may include: inappropriate obsessive rigid and/or ritualistic behaviours; receptive and expressive language difficulties; hyper/hypo sensitivity to sensory input; and significant anxiety and self-esteem issues. • The CYP may have difficulty in recognising and/or understanding emotions. • Any post 2011 diagnosis of an ASD will have been confirmed through multi-disciplinary and multi-dimensional assessment in line with the NICE guidelines and any subsequent alteration to this guidance. <p>A number of factors will need to be considered in relation to the learning environment as a CYP reacts in response to the intrinsic and extrinsic learning environment. Relationships between adults and CYP and those between CYP and their peers are important dimensions. It is expected that the school will demonstrate its positive ethos and culture through every aspect of its provision for CYP with these additional needs. This will include the use of evidence based, effective and proven interventions and learning techniques informed through current research (eg Hattie, Dweck and current research into AS, including on-line and other training available from DfE supported and endorsed organisations such as the Autism Education Trust).</p>
VI (Visual Impairment)	<ul style="list-style-type: none"> • The child will have a diagnosed visual impairment/condition which results in reduced visual acuity. • Additional problems such as visual field loss, monocular vision, visual perception difficulties and degenerative eye conditions may exist alongside reduced visual acuity. • The visual impairment may cause difficulty in seeing learning materials presented from a distance e.g board work. • They may require some text enlargement. • They may have difficulty judging speed and distance. They may need additional support for PE or school visits. They may be hesitant in unfamiliar environments. • They will usually be able to record their own work by handwriting but may need touch typing as an alternative on some occasions. • They may be socially/emotionally immature and have difficulties in the areas of social/emotional well-being. • Advice given to school by STA for VI with possible on-going assessments from STA.
HI (Hearing Impairment)	<ul style="list-style-type: none"> • The child/young person (CYP) has an identified hearing loss that is a barrier to learning. • The CYP may need additional adult support to overcome barriers to

	<p>learning, independence.</p> <ul style="list-style-type: none"> • The CYP may require specialist equipment and advice and support from the STA (HI) Service. • The CYP may require adult support to access the curriculum, manage their hearing loss, equipment, and move safely within the environment • They will be subject to regular review including a range of external professionals who may help to monitor their curriculum plan. • The child/young person (CYP) will have a hearing loss diagnosed by Health • They may have been issued with a hearing aid, cochlear implant, BAHA, radio aid. • They will have difficulties listening, particularly in adverse listening environments. • They may have delayed or disordered speech/articulation. • They may have delayed or disordered language. • They may have a poor auditory memory. • They may have difficulty processing information • They may have difficulties with emotional well-being, self-esteem and social interaction with their peers. • They may have difficulty accessing pre-recorded material. • They may require additional specialist equipment. • They may have difficulty accessing spoken language and require sign support, eg BSL, SSE, or Makaton.
<p>PD (Physical Disability)</p>	<ul style="list-style-type: none"> • The child has an identified physical disability that causes barriers to learning. This may also affect the development of emotional well-being and self-esteem. • They will need additional adult support to overcome barriers to learning, personal care and transfers between specialist equipment. • They may require: specialist equipment relating to their disability and advice from the STA Service; and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment. • They will be subject to regular review including a range of external professionals who may help to monitor their curriculum plan.

Education Health and Care Plan – For all categories

- School is unable to meet the child’s needs without significant TA support or specific interventions.
- Support over time/current support and interventions have had little or no effect.
- The child requires more support than the school’s ordinarily available provision (SEN Support) can offer.
- School advised to apply by an outside agency.

Appendix B – SEND profile

Mill Rythe Junior School

Test Test – Learning Plan

Created: 30/06/2024

Review Date: 01/09/2024



What I would like you to know about me

What I am good at

What I would like to get better at

What helps me to learn

What my teacher will do

Subject	Assessment Name	Assessment Point	Mark

Area of learning	Target	Success criteria - What we hope to achieve	Strategies - What I will need	Provisions	Review

Pupil comments

Teacher comments