



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Special Educational Needs and Disability (SEND)

Date of Policy: January 2025

Member of Staff responsible: Miss L Payne

Review date: January 2026

Signature: _____ **Chair of Governors**

Date Approved: _____

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

STATEMENT OF INTENT

At Mickleover Primary School, we put the important values of care, tolerance and respect for every child at the centre of our teaching. We recognise that every child is a unique individual, each with his or her own educational, emotional, behavioural and social needs. We aim to foster a happy, family environment where children feel accepted, and are comfortable and relaxed enough to express their emotions and to reach their full academic potential.

Our primary aim is to integrate pupils with Special Educational Needs and Disabilities (SEND) into the academic and social life of the school so that they feel enabled to achieve their full potential.

THE SEND AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a suitably differentiated curriculum appropriate to the individual's needs and strengths through high quality first teaching.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress; attainment and emotional well-being.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have additional needs at some time during their school life. In implementing this policy, we believe pupils will be supported to overcome any barriers to their learning and personal development.

At Mickleover Primary School, the Special Educational Needs and Disabilities Co-ordinator (SENDSCO) has developed the SEND policy in consultation with the head teacher, Mrs L Gerver, and the governor with responsibility for special needs, Mr Peter Barker. Our policy and approach to children with SEND is in line with the Graduated Response Approach to Special Educational Needs held by the Local Authority (LA). We believe that, whilst many factors contribute to the range of difficulties experienced by some children, much can be done to overcome them through parents, teachers and pupils all working together.



IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A child or young person is identified as having Special Educational Needs if he or she has a learning difficulty, diagnosis or disability which calls for **special educational provision** to be made for them.

A child of compulsory school age or a young person 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 educational facilities provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Identifying and assessing SEN for children whose first language is not English requires particular care. Practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

SEND Code of Practice May 2015

SPECIAL EDUCATIONAL PROVISION

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. Special educational provision should be matched to the child's identified SEND. Children's special educational needs are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Individual children often have needs that cut across all of these areas and their needs may change over time.



Mickleover Primary School will have due regard for the *Special Needs and Disability Code of Practice* (2015) and the *Children and Families Bill* (2013) when carrying out our duties towards all pupils with special educational needs.

STAFFING

The SEND team at the school is:

- Miss L Payne (SENDCO)
- Mrs H Coyle (Inclusion Manager)
- Mrs L Gerver (Headteacher)
- Mrs Sarah Haynes (Inclusion teaching assistant)
- Mrs Sally Whitmore (Inclusion teaching assistant)
- ~~Miss Chloe Allen (Inclusion teaching assistant)~~
- Mrs Sharon Massey (Inclusion teaching assistant)
- Mr Peter Barker (School Governor with responsibility for SEND)

All teachers are teachers of SEND children and all staff have responsibility for meeting the needs of the children whom they teach and support.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission'.

All pupils at Mickleover Primary School are entitled to and receive a broad, balance education. Through careful planning, the school aims to provide continuity and progression of learning through high quality teaching, offering equality of access and opportunity for all our pupils, including the very able and the less able.

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

EVALUATING THE SUCCESS OF OUR SEND POLICY

In evaluating the success of this policy, the views of the following will be considered:

- Teachers
- Parents

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- Pupils
- External professionals

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Provision Plan (PP) targets
- Use of standardised tests
- Evidence generated from Provision Plan review meetings

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

IDENTIFICATION, ASSESSMENT AND PROVISION

At Mickleover Primary School, we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes through high quality first teaching. Every effort is made to ensure that they have full access to the school curriculum and are integrated into all aspects of school life, where possible. The SEND Code of Practice (2015) makes it clear that all teachers are teachers of pupils with Special Educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring differentiated or additional support are identified at an early stage. Formative assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making expected progress is seen as a significant factor in considering the need for SEND provision.

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment.
- Their attainment of age related expectations in the core curriculum areas of numeracy, reading and writing.
- Standardised screening or assessment tools.

Appropriate assessment tools may also be used, such as:

- Screening / diagnostic tests; Salford reading test, Spar Spelling test, phonological awareness tests, Speech Link, Boxall Profile
- Reports or observations
- Records and information from feeder schools, nursery and pre-school settings

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- Records and information from health and social care professionals
- Information from parents and carers
- Summative and end of Key Stage assessment results
- Pupil portfolios

When concerns regarding a child's progress are raised, the class teacher will complete and maintain an initial concerns checklist to highlight the child's strengths and difficulties. This form will also be used to record differentiation of work and the intervention put in place to help the child to make progress.

SEND PROVISION

On entry to school at the Foundation Stage, each child's attainment will be assessed, using Early Learning Goals. This will help to inform the school of a child's aptitudes, abilities and attainments; it will be used to improve continuity in learning when he/she transfers from the Foundation Stage to Key Stage 1. The records provided help the school to plan and implement appropriate, differentiated learning programmes. For pupils with identified SEND the SENDCO/class teacher will use these records to:

- Provide starting points for an appropriately differentiated curriculum
- Identify the need for any targeted support within the classroom or at different points during the school day
- Assess learning difficulties/barriers to learning
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

Where a child with SEND joins the school at a later date, the following induction procedures are followed:

- The SENDCO will gather all known information about the child and establish a Graduated Response folder.
- If necessary, the SENDCO will liaise with other agencies that are involved with the child. (Community Paediatrician, Speech and Language Therapy, Educational Psychologist, etc.)
- The SENDCO will convene a meeting with all involved to discuss how much support has previously been in place and how much is likely to be needed in the future. (In some cases this may simply require communication via telephone).
- SENDCO will contact parents and discuss the child's needs and support / programmes that will be put in place, if parents were not at the initial meeting.
- The SENDCO and child's new class teacher (and teaching assistant - TA - if appropriate) will review any existing Provision Plan targets and will write a new Provision Plan relevant to the child's new setting.



- A 'buddy' will be introduced to the child (usually from the same class) to help him / her settle into their new school.

THE RANGE OF PROVISION

A range of provision is provided by school to meet the needs of those children identified as having Special Educational Needs. This provision may include:

- Learning taking place within the classroom with additional help and support provided by the class teacher, or TA, through a differentiated curriculum.
- Targeted intervention sessions (one to one or small group) within/outside of the classroom to work with a teacher or TA on a specific programme of work
- Support from outside agency specialists (E.g. STePs Team/Advisory teachers for children with Autism/Hearing Impairment/Visual Impairment/Physical Impairments; Educational Psychology)
- Support from the Speech and Language Therapy service through assessments and therapy programmes
- Targeted support for children with social and communication difficulties through access to the school's nurture group; Inclusion Manager and Inclusion TA

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be taken with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems are arising from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Outside agencies such as 'The New Communities Achievement Team' will be contacted if necessary to provide additional support.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between a pupil and their peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour and/or attitudes to learning
- Shows improvements in a pupil's emotional well-being

If, after completing an Initial Concerns Checklist and monitoring provision and progress, the class teacher decides that a pupil's rate of progress is not sufficient, the SENDCO is the first to

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be consulted. The SENDCO and class teacher will review the approaches adopted. Where support additional to that of normal class provision and/or intervention continues to be required, a child will be placed on the SEND Register.

If, support from outside agencies or professionals is needed, a child could be referred to the Single Point of Access (SPOA) where their needs will be reviewed and, if considered necessary, a child may be referred on to specific agencies, e.g. community paediatrician, clinical psychology or the neurodevelopmental team.

School themselves may consider asking an educational psychologist to work with a child to gain a better understanding of how that child can be supported within school.

Where concerns continue, despite sustained intervention and having followed the Local Authority's Graduated Response Approach along with advice and support from outside professionals, the school may consider asking the Local Authority to carry out an Education, Health Care Needs Assessment (EHCNA). Before applying for an EHC Assessment, the Local Authority's criteria checklist is completed with reference to a child's Primary Area of Need. An EHC assessment can only be submitted if a child meets the criteria laid out by the LA.

Parents will be fully consulted and involved at each stage of this process. If they wish to, parents have a right to request an EHC Needs Assessment themselves and this can be done directly through the LA.

RECORD KEEPING

The school will record the steps taken to meet individual pupil's needs. The SENDCO will maintain the records and ensure access to them. These will be on appropriate media, and updated termly at review meetings. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health / social services
- Information from other agencies

GENERAL LEARNING DIFFICULTIES

The SEND Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress

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- Enjoys full curricular access
- Is satisfactory to pupils and parents

Teaching children with SEND is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When pupils are identified as potentially having SEND, the school will monitor a child's progress, current provision and the differentiation in place through an Initial Concerns Checklist. If required a child will be moved to SEND Support as described below.

SEND SUPPORT

SEND Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. For pupils who require this additional support or intervention, there are three waves of support:

Wave 1

Quality First Teaching (QTF) strategies which may include seating plans, opportunities for structured group work, structured questioning, an innovative curriculum and high expectations.

Wave 2

Additional interventions are provided to enable pupils to work at age related expectations (ARE) Strategies include group and individual interventions that focus on English, Maths, social skills and emotional well-being. (This may be through assembly intervention groups and accessing the playtime and lunchtime nurture provision)

Wave 3

Additional interventions are highly personalised. These interventions may be from an external provider. External agencies may be involved or consulted and an alternative provision may be sought. An Educational, Health and Care Plan (EHCP) will be applied for if the pupil does not already have one

SEND Support should be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching and provision, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional /behavioural difficulties which are not improved by behaviour management strategies
- Have sensory / physical problems, and make little or no progress despite the provision of specialist equipment



- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

USE OF SUPPORT STAFF WITHIN SCHOOL

- There is full-time, TA support in each of our two, foundation classes
- There is TA support, for children with SEND, in all classes in Key Stage 1 and 2. This support is timetabled according to the needs of the children in each class and/or year group.
- Four afternoons each week are designated SEND time, when a SEND TA works with identified Key Stage 2 children to help them to achieve specific learning targets.
- Further support is provided during break and lunch times from the school's Inclusion manager and Inclusion TAs.
- Children who have been granted an Educational Health Care Plan (EHC Plan) will have specific provision put in place according to the areas of need identified by their Plan as well as the objectives and outcomes that have been set by their Plan.

NATURE OF INTERVENTION

The SENDCO, in collaboration with the class teacher, will decide on the action required to help a pupil progress. Based on the results of previous assessments and observations, the action might be:

- Deployment of TA staff to work with the pupil
- Specific teacher input
- Provision of alternative learning materials / equipment
- Small group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more efficient strategies
- Access to Local Authority (LA) support services for advice on strategies, equipment or staff training

INDIVIDUAL PROVISION PLANS

Strategies for pupils' progress will be recorded on an Individual Provision Plan, on appropriate media. These plans will identify a child's Primary Area of Need (PAN); they may detail specific environmental strategies that need to be used to meet a child's needs; and will detail up to a maximum of four SMART Targets (Specific, Measureable, Achievable, Realistic, Time limited).

The Individual Provision Plan will also contain information about:

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- Short term targets and expected outcomes
- Teaching intervention strategies
- Provision to be made
- Date for the next review of provision
- The outcomes reported on and recorded at reviews

The Provision Plan will record only that which is different from, or additional to, the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. It will also outline the teaching strategies and provision to be made, specific support required from home, as well as the success criteria and outcomes recorded from the previous review. Parents and children should be involved, as much as is practically possible, in the termly review process.

SUPPORT FROM OUTSIDE AGENCIES

Some children may require the involvement of external services, such as Speech and Language, Occupational Therapy, Behaviour Support or Educational Psychology. Children will be referred to these services, with the consent of a child's parents, by the SENDCO or Inclusion Manager. If involved, external services may advise on new EHC Plan targets or Provision Plan targets and provide specialist input to the support process.

Support from outside agencies will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching, provision and a sustained level of support, a pupil:

- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural difficulties that often substantially impede their learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits / advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support agencies will require access to a pupil's records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting provision plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher.



REVIEWING PROVISION PLANS

The Provision Plan will be discussed and reviewed with the pupil and the parents three times a year, (usually once each term). We will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will be actively sought, as will the views of the child.

REQUEST FOR STATUTORY ASSESSMENT

Where concerns continue, despite sustained intervention and having followed the Local Authority's Graduated Response approach, along with advice and support from outside professionals, the school will consider requesting an Education, Health Care (EHC) Needs Assessment.

The school can request an EHC Needs Assessment from the LA, with the aim of an Educational Health Care Plan (EHC Plan) being granted, when, despite an individualised programme of sustained intervention within SEND Support, a child remains a significant cause for concern. However, before applying for an EHC Assessment, the Local Authority's criteria checklist must be completed with reference to a child's Primary Area of Need. An EHC assessment can only be submitted if a child meets the criteria set down by the LA. In some cases, particularly where the child's primary area of need falls within the Communication and Interaction or Social, Emotional, Mental Health categories, the criteria checklist must be completed in liaison with the school's link Educational Psychologist.

An EHC assessment can also be requested by a parent or outside agency.

When moving forward with a request for an EHC Assessment, the school will pass on the following information:

- The action followed as part of the SEND Support which the child has already received
- The pupil's provision plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Literacy/numeracy attainments and standardised levels
- Other relevant assessments from specialists such as Educational Psychologists or Community Paediatrician
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will normally be granted where, after an EHC needs assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHC Assessment does not inevitably lead to an EHC Plan.

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

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- Matched to the longer term outcomes set out in the EHC Plan
- Of shorter term to ensure small steps of progress towards longer-term targets
- Established through parental / pupil consultation
- Set out in a Provision Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

REVIEWS OF EDUCATION AND HEALTH CARE PLANS

EHC Plans are reviewed annually. The SENDCO will organise these reviews and invite:

- The child's parents
- The child if appropriate
- The relevant teacher(s) or teaching assistant(s)
- Any person the LA considers appropriate
- Any person the SENDCO considers appropriate
- Representatives from outside agencies who work with the pupil

The aim of the review will be to:

- Assess the pupil's progress in relation to the Plan targets
- Review the provision made for the pupil in the context of the National Curriculum and expected progress and attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

Reviews carried out when a child is in Year 5 will indicate provision required in Secondary School. At Year 6 reviews, the SENDCO of the transfer school will be invited to attend, in order for appropriate planning for the new school year to take place. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code of Practice, the SENDCO will write a report of the annual review meeting and forward it, along with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an Education and Health Care Plan.



THE ROLE OF THE SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the School's policy and provision. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Analyse and evaluate data and/or practice to positively impact on the progress of children with SEND across the school
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers and colleagues
- Meeting with new teaching members of staff to ensure an understanding of any child with SEND in their class
- Organising programmes of work for Teaching Assistants to deliver
- Overseeing pupils' records
- Liaising with parents
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies
- Working with parents and school staff to complete referral forms and co-ordinate the referral process to SPOA
- Through monitoring and provision plan reviews, ensure programmes are being delivered and keep a provision map of intervention and input for all SEND pupils
- To meet with the governor representative to ensure the governors are kept up to date
- To organise staff CPD and staff meetings as appropriate to the needs of the school in relation to SEND
- To ensure that provision plans are reviewed and completed termly with new targets set

For effective co-ordination, staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility that all teachers have in making provision for SEND pupils.
- The commitment required by staff to keep the SENDCO well informed of pupils' progress.
- Mechanisms that exist to allow teachers access to information about SEND pupils (e.g. information from outside agencies, such as from Speech and Language therapy)
- What exactly constitutes 'a level of concern' and at what point Initial Concerns or SEND Support is initiated.
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

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- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND policy including the allocation of resources from the school's budget
- For the governor representative to liaise with the SENDCO on a regular basis

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whereby *every teacher is a teacher of SEND*, whose responsibilities include:

- Being fully aware of the content of the SEND policy and subsequent provision for SEND pupils
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- In collaboration with the SENDCO develop provision plans for SEND pupils.
- Working with SEND pupils to deliver the individual programme set out in a child's Provision Plan.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

THE ROLE OF THE HEAD TEACHER

The Head teacher's responsibilities include:

- Clear SEND induction for all new staff joining the school, to ensure time is given for liaison with the SENDCO and Inclusion Manager where appropriate
- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENDCO.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

SEND CPD

All staff are encouraged to attend courses that help them to acquire the skills needed to effectively work with all SEND pupils. The SENDCO will liaise with staff to deliver training and information through staff meetings or on an individual basis if appropriate.



PARTNERSHIP WITH PARENTS

Mickleover Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and this gives them a key role in the partnership.

The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The School's Offer and the Local Offer, published online by the LA, gives details of the provision and support available to parents and children with SEND.

THE VOICE OF THE CHILD

Section 19 of the Children and Families Act 2015 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), **must** have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the Complaints Policy. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required. The SEND Code of Practice is available within school upon request, or on the school's learning platform, in the 'policies' section, or is downloadable via the Department for Education's website.

LINKS WITH EXTERNAL AGENCIES / ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils.

- The school's link educational psychologist
- Community paediatricians
- Clinical psychologists
- Speech therapists
- Physiotherapists
- Hearing impairment services

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- Visual impairment services
- Physical impairment services
- Special needs support teachers

In addition, important links are in place with the following organisations:

- The LA and its Local Offer
- Specialist services
- Education Welfare Officer
- Social services

SEND REVIEW POLICY

The school considers the SEND policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice every year. The outcomes of this review are used to inform the School Improvement Plan and Action Plans.