Millfield Primary School

Special Educational Needs and Disability Policy

2026

This policy takes full regard of the SEND Code of Practice 2015

Policy last reviewed and agreed by stakeholders: January 2022
Reviewed: October 2026

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Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCO in consultation with the school's SEN Governor, a parent working group and school staff reflecting the SEND Code of Practice 0 – 25 (2014) guidance.

SECTION 1

All children are individuals and have varying needs throughout their time at Millfield School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that "every teacher is a teacher of every child or young person including those with SEN" (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2015) class teachers are responsible for the learning and progress of all children. The school's SENDCO supports teachers and pupils with additional provision and strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

This policy links with the school's policy on children with significant medical needs.

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SECTION 2 – Our Aims and Objectives

Aims

Millfield School aims to:

- Raise the achievement of all children
- Promote the self-esteem and motivation of all children
- Listen to children's views and involve them in planning their education
- Work in partnership with parents

Objectives

The above aims will be realised in the school environment as follows:

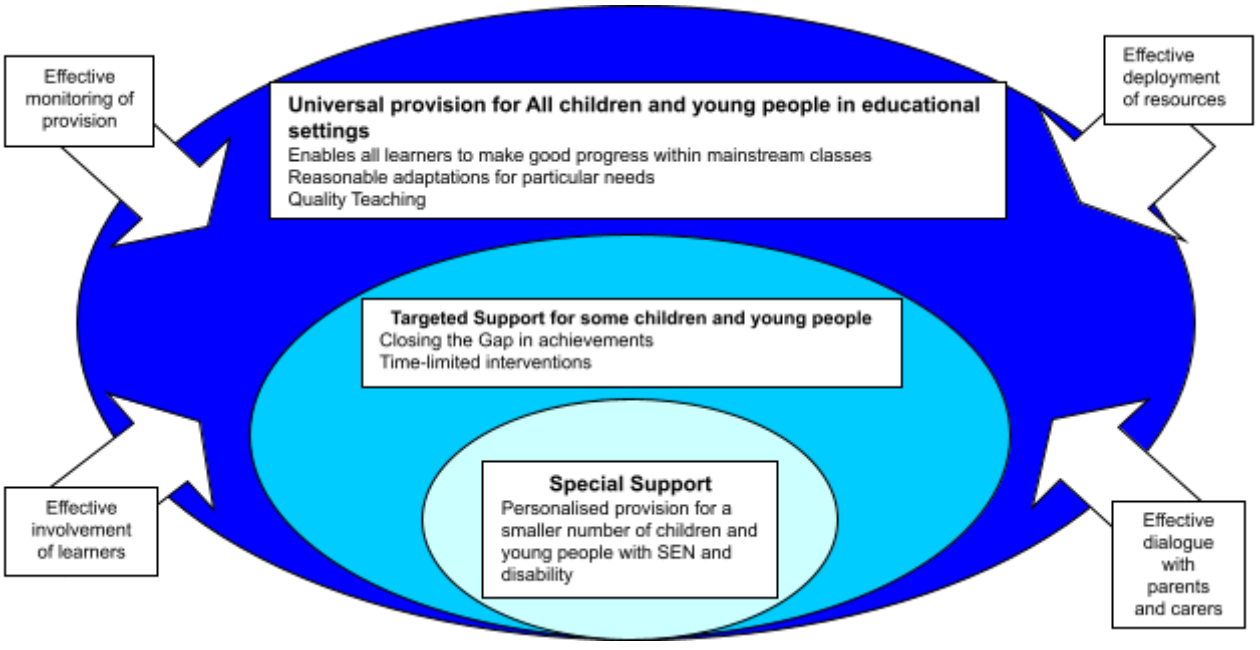
- The curriculum, for those with additional needs, will be fulfilled by breaking down work into smaller steps so that the level of the task matches the ability of the child
- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives from the scheme of work
- Specific individual needs will be taken account of at the planning stage
- Various groupings will be used to create opportunities for children to take on different roles
- The SENDCO and class teachers will organise effective use of people, interventions, resources and time to maximise the learning of all children
- The school will liaise with other agencies e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support where the school feels there is sufficient need and the child meets the different agencies' thresholds for involvement.

SECTION 3 – Identification of Need

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2015) as follows:



Using teachers' assessments and discussions with parents, the SENDCO, Progress Leaders and class teachers will meet half termly to discuss the provision needs of the pupils in their class at **Universal**, **Targeted** and **Special Support** levels. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.

Where these meetings identify children making less than expected progress for their age and individual circumstances, "*characterised by progress which*:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap"*

(SEND Code of Practice 0 – 25, 2015, p95)

The SENDCO, Progress Leader and class teacher will consider **targeted support** regardless of whether they are deemed to have SEND. See appendix 1 (a description of the types of intervention in place and the criteria for their use).

A pupil will be deemed to have Special Educational Needs *"where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (SEND Code of Practice 0 – 25, 2015, p94)* A pupil's Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils.

At Millfield Primary School we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2015) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman
- being a child under Social Care
- being a child who has ACES (Adverse Childhood Experiences)

SECTION 4 – The Graduated Approach to SEN Support

The school uses the **ASSESS – PLAN – DO – REVIEW (APDR)** model outlined in the SEND Code of Practice 0 – 25 (2015).

Where a child has been identified as having SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher and SENDCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a half-termly basis.
- The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an APDR through 'Provision Map', a platform which holds the school's SEN records. APDRs will be reviewed on a termly basis, around the half term in each term.These will be shared electronically with parents.
- The SENDCO, in discussion with Progress Leaders and class teachers, will deploy appropriate support through intervention programmes or individual support from the Interventions Team (appendix 2) and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The SENDCO will keep records of the progress made through interventions and will track the cost of these.
- The class teacher will use formative assessment strategies to monitor progress made towards targets and adapt where necessary. This will take place at least fortnightly.

Following review meetings between teachers and parents and using data held on 'Provision Map', the SENDCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENDCO and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENDCO in identifying specific difficulties whereby in-school assessments will be used (appendix 3).

Where the SENDCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENDCO will refer the child to an external agency via the Early Help Form procedures (appendix 4). An Early Help Form will also be raised where assessment for an EHCP is requested.

All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENDCO to measure the impact of interventions on the progress of children undertaking the intervention. The impact of interventions is reported to Governors on a termly basis.

SECTION 5 – Managing Pupils Needs on the SEND Register

The SENDCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly following the meetings held with class teachers. The SEND list will be held on the school's MIS data system, **Arbor.**

All pupils on the SEND register will also be categorised by the level of support received: either **SEN Support** or **Education Health and Care Plan**.

A pupil categorised as receiving **SEN Support** may only be supported by school via the **Pupil Passport or APDR.** They may also have involvement from an external agency (appendix 5).

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENDCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

SECTION 6 – Supporting Pupils and Families

Parents can find information about how the Local Authority seek to support families via the school website or by following the link: www.cambridgeshire.gov.uk/send

Parents may also wish to read the school's SEN Information Report which is published annually. This document will inform parents about the types of provision in place and the progress that children make in our school.

The school works with a variety of external agencies to ensure children and families receive the support they need (appendix 5).

At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENDCO can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils will also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

SECTION 7 – Supporting Pupils at School with Medical Conditions

The school recognises that pupils 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 with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have an EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2015) is followed.

For more information regarding supporting pupils with medical needs see the school's Medical Conditions Policy.

SECTION 8 – Monitoring and Evaluation of SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

The Governing Body (TEFAT) will monitor, evaluate and review the provision for pupils with special educational needs. The Trust (TEFAT) will oversee the special educational needs and inclusion which includes consideration of the following success criteria:

- The effectiveness of the school in meeting all children's SEN
- Any child's SEN are identified early
- Intervention programmes comply with best practice
- The wishes of the child are taken into account
- Educational professionals and parents work in partnership
- Pupil Passports and APDRs (Assess, Plan, Do, Review) are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND – measured by SATs outcomes and teacher assessments
- Numbers of children who move between different levels of the graduated response – including the number who are removed from the Special Needs List.

The Community Council meets 4 times a year and during these meetings there will be information shared regarding SEND provision in the school. There will be a link Community Councillor who will meet with the SENDCO and discuss the SEND provision in school. During a Community Council meeting, they will have the opportunity to carry out a learning walk, book look and carry out a Pupil Voice activity to gain the views of the pupils.

The SENDCO:

- Observes the Teaching Assistants to monitor the quality of intervention teaching available and feedback is given.
- Line manages the Teaching Assistants alongside their Progress Leader through appraisal target setting and review
- Attends school improvement meetings where necessary to discuss issues arising and to enable whole-school planning for provision
- Meets with the Principal at least fortnightly to discuss individual pupils and families for whom further action is required
- Monitors the planning and data for (including weekly plan, Pupil Passports and APDRs) and scrutinises the books of children who are in receipt of additional provision
- Agrees all Pupil Passports and APDRs, including strategies and provision, before these are finalised
- Monitors books and planning to check strategies in the Pupil Passports and APDRs are being used
- Following monitoring, works with Teaching staff to ensure the right provision is in place to support children, makes referrals to Early Help, Paediatrics and other outside agencies where necessary

The Headteacher:

- discusses and agrees the provision map
- monitors and compares progress and attainment of all groups
- line manages the SENDCO and holds to account through appraisal target setting and review

SECTION 9 – Training and Resources

The school will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENDCO will request assessment by the local authority for an EHCP.

Our Teaching Assistants are highly trained and deliver intervention across the school. They maintain high levels of training to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENDCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENDCO attends regular briefings, workshops and network meetings in order to keep up-to-date with local and national updates in SEND.

Teaching and Learning resources are available from the SENDCO but are stored throughout school. The SENDCO manages the budget allocated by the school for SEND consumables.

SECTION 10 – Storing and Managing Information

The SENDCO will hold central records relating to pupils with SEND. This will include copies of all Pupil Passports, APDRs, EHCPs, Early Help Assessment Forms and advice from external agencies. Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the SENDCO's room. The school also stores these records electronically on the Millfield Google Drive and on 'Provision Map'.

SECTION 11 – Reviewing the Policy

This policy will be reviewed and agreed annually by staff and shared with all stakeholders.

SECTION 12 – Accessibility

See the school accessibility plan.

SECTION 13 – Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service.

Appendix 1 – Interventions

Intervention	Time	Frequency	Description/Need
Sensory Circuits/ Fizzy Programme	15 minutes	Daily/ Twice Daily	A sensory motor skills programme for children, focusing on alerting, focusing and calming the child, ready for their learning. *All children*
A2Z	20 minutes	3-5 times per week	A to Z Early Literacy Intervention supports pupils to achieve a good level of development in reading and writing within a 6 week period. The programme can support children who are ready to read books at the pink book band. It can also support children new to English or as a Wave 3 intervention for children with additional needs in KS2 *Reception, KS1*
Write from the start	5 minutes	Daily	Developing handwriting and fine motor skills session for up to 4 children. *All children*
Project X Code	30 minutes	4 times per week	Project X CODE is a proven reading intervention programme with an integrated online subscription, for children in Years 2–4 (P3–5) who are a year or more behind in their word reading. CODE combines phonics and comprehension development in an exciting and motivational character adventure series. *Year 2-4*
Precision teaching	5 minutes	Daily	*All Children* - Reading and spelling of words bespoke to the child. Can also be used for key Maths facts which the child needs to learn.
Expanded Rehearsal Technique (ERT)	5 minutes	Twice Daily	*All Children* Rapid recall of letter sounds and high frequency words using repetition to improve reading fluency
Direct Phonics Book 1 Book 2	15 minutes	3-5 times per week	Direct Phonics is designed for children in the earliest stages of reading who need to learn and reinforce basic letter sounds. The lessons work through building up simple c-v-c words to being able to read and spell polysyllabic words in the context of sentences and simple stories. *Year 2 (December onwards) - Book 1* *Year 3 - Book 2*
1st Class @ Number - 1	30 minutes	4/5 times per week	For children who need further maths support at the level of the Year 1 curriculum. The sessions are 30 minutes and the intervention runs for 10-15 weeks. The lessons focus on number and calculation, developing children's

			mathematical understanding, communication and reasoning skills. Stimulating, enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs. *KS1*
1st Class @ Number - 2	30 minutes	4/5 times per week	For children who need further maths support at the level of the Year 2 curriculum. The sessions are 30 minutes and the intervention runs for 10-15 weeks. The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. Stimulating, enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs. *Year 2-3*
Success @ arithmetic - Calculation	30 minutes	4/5 times per week	For pupils in Years 5 to 8 who need support to understand and develop fluency with formal written methods. Success@Arithmetic steps to form a tailored programme of up to 24 sessions, adapted from detailed plans that the teaching assistant delivers to an intervention group of up to three pupils. The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetic fluency. *Year 5-6*
Success @ arithmetic - Number	30 minutes	4/5 times per week	For pupils in Years 3 to 5 who need support to understand the number system and develop fluency with number facts. Success@Arithmetic steps to form a tailored programme of up to 24 sessions, adapted from detailed plans that the teaching assistant delivers to an intervention group of up to three pupils. The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetic fluency. *Year 3-5*
5 minute box	5 minutes	Daily	The Five Minute Box is the multi-sensory phonics programme which enables the early identification of potential specific learning difficulties. The Box provides secure basic skills for reading, spelling and writing thus maintaining self-esteem and a more positive attitude. *KS1*

5 Minute box - Number	5 minutes	Daily	The aim of The Box is to allow children to access the daily maths lesson in class with continued support of practical resources, whilst working through their individual programme on The Box in 1:1 time, to ensure that they have a complete understanding of all the stages. *KS1*
Attack Spelling	10 minutes	Daily	a systematically structured and carefully programmed teaching aid designed to teach the basic skills of reading and spelling to all people from 7 years old to adult.
Attention autism	5-10 minutes	Daily	Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities
Identiplay	5-10 minutes	Daily	Identiplay is an approach that helps establish a shared focus. By doing this, it helps develop imitation skills, which in turn builds children's confidence as they practise a new skill. All children need play skills if they are to be fully included. Children naturally need to experience peer interactions. Play is a tool for learning and all children need this opportunity. Children need to practise social routines in safe surroundings. Identiplay should be used for any pupil who needs to develop their play skills and is currently working at a parallel play level in isolation. It was initially devised for pupils presenting with or diagnosed with Autistic Spectrum Disorder.
Spirals	30 minutes	3-5 times per week	The programme is for those children who are linguistically challenged, those who find instructions hard to understand and have little confidence. It is for those children who find speaking in large groups hard or who have poor questioning ability. It slows down the pace of language presentation, and is graded into levels of activity and concentration. There are plenty of opportunities for repetition and the small learning steps (Spirals) encourage repetition and over learning (rehearsal). 'Spirals' is a small group activity, once per week for about 20 – 30 minutes for 9 weeks.
Socially Speaking	30 minutes	3-5 times per week	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context - year 2 upwards.
Colourful Semantics	15 minutes	Daily	A speech and language approach that focuses on sentence building using different colours.
Shape Coding	15 minutes	Daily	A speech and language approach that focuses

			on sentence building, using shapes as well as colours.
Lego Therapy	20 minutes	Weekly	To develop communication and interaction between children. To be able to follow instructions and listen to others.
Talk Boost	30 minutes	3 times a week	Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. Children who are selected to take part in the intervention will attend three sessions per week in small groups, each lasting 30 minutes, delivered by the teaching assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the teacher will run a weekly whole-class activity and there are activities that can be practised at home.
Early Talk Boost	20 minutes	3 times a week	Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language helping to boost their language skills to narrow the gap between them and their peers. Children who are selected to take part in the intervention will attend three sessions per week during circle/story time, each lasting 15-20 minutes delivered by an early years practitioner. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.
Wellcomm	15-20 mins	3 x weekly	Small group intervention to support speech and language needs, focussing on receptive and expressive language.
Play Therapy	40 minutes	1x per week	Supporting children through the medium of play in understanding their world, their feelings and introducing strategies to enable children to express their emotions.
Draw and Talk		1x per week 10 sessions	Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.
Boosters - Reading, Writing, Maths (with specific targets)	Depends on need.		

Appendix 2 – The Intervention Team

The Intervention Team constitutes the following staffing:

- 1 x Family Support and Mental Health Lead
- 5 x HLTAs or Level 3 TAs supporting across EYFS/KS1/KS2
- 2 x Level 1 TAs supporting across KS2
- 4 x Level 1 TAs supporting in KS1
- 1 x TA supporting Reception
- 2 x Level 3 TA with specific SEND focus for KS1 and KS2 (supporting high needs and children with EHCPs in KS2)

Appendix 3 – In-school Assessments

Assessment	May be used by	Purpose
British Picture Vocabulary Scale (BPVS)	SENDCO, HLTA, SIC	Demonstrates children's understanding of language
Phonological Assessment Battery (PhAB)	SENDCO, HLTA, SIC	Indicates difficulties in processing and phonological awareness
Working Memory Test	SENDCO	Indicates where children may have difficulty retaining information, remembering and using it
York Assessment of Reading (YARC)	SENDCO, TAs	Assesses children's understanding of phonic sounds, their reading pace, accuracy and speed. This test also checks children's understanding in reading.
PERA	SENDCO, Project X Code trained TA	Assesses children's phonological awareness, reading accuracy and reading comprehension.
ELKLAN Tests: ● Information Carrying Words ● Vocabulary ● Blank Level	SENDCO, TAs	● Assesses children's ability to understand and process key words in sentences ● Understanding of vocabulary ● Understanding of whole sentences
Sandwell Test	SENDCO, HLTA & TAs	Assesses children's mathematical understanding focusing on counting, place value, calculation and vocabulary.

Appendix 4 – Early Help Form Procedures

Where a child or family require support exceeding that which school is able to provide or if additional expertise is required, an Early Help Form should be undertaken following the process:

- SENDCO or Family Support and Mental Health Lead meets with parents to complete the Early Help Referral. This constitutes an assessment based on information about the whole child/family.

- SENDCO or Family Support and Mental Health Lead and parents agree on appropriate agencies to engage.

- SENDCO or Family Support and Mental Health Lead completes the Early Help Form seeking input from staff where necessary.

- Parents check the Early Help Referral to ensure accuracy. Parents may suggest amendments to the Early Help Assessment; they may not alter the school's professional view given on an EHA.

- SENDCO or Family Support and Mental Health Lead logs the Early Help Referral with the Early Help Hub.

- The identified Lead Professional calls a Team Around the Family (TAF) meeting, inviting parents and all agencies engaged with the family.

- Agencies engage

- The identified Lead professional holds regular TAF meetings with families and agencies to produce a Targeted Support Plan.

Appendix 5 – External Agencies

Speech and Language Therapy	concerns around speech and communication & interaction
Physiotherapy	for children experiencing physical difficulties requiring exercises
Occupational Therapy	for children who have difficulties with their fine and gross motor skills
Social Services	support for families
Family Worker / Locality Team	support for families
Specialist Teaching Service	for educational advice and strategies to support including managing behaviour
Educational Psychologist	assessing children and providing strategies for support – educational and managing behaviour

Children and Adolescent Mental Health Service (CAMHS) providing counselling and support for pupils with emotional and mental health difficulties

Community Paediatrician	to assess and diagnose medical conditions

Stars Children's Bereavement Service counselling children coping with grief

Mental Health Support Team	support for children and families