Mickleton Primary School



Special Educational Needs and Disabilities (SEND) Policy

Approved by:	FGB	**Date:**	Sept 2026
Next review due by:	Sept 2027		

1. Statement of Intent

Mickleton Primary School is committed to providing an inclusive education in which every child is valued, respected and enabled to achieve their full potential.

We believe that all pupils, regardless of their special educational needs and disabilities (SEND), should have access to a broad, balanced and ambitious curriculum and participate fully in the life of the school. We are committed to removing barriers to learning, promoting independence and ensuring that all pupils experience success.

We recognise that every child is unique and that some children may require additional provision, support and reasonable adjustments to enable them to flourish academically, socially and emotionally.

The school will:

- Identify SEND as early as possible.
- Ensure that pupils with SEND receive appropriate support and intervention.
- Promote high aspirations and positive outcomes.
- Work collaboratively with parents, carers and external agencies.
- Actively seek and value the views of children and families.
- Meet statutory duties under the Children and Families Act 2014 and Equality Act 2010.
- Promote inclusion, equality of opportunity and positive wellbeing.

2. Legal Framework

This policy has due regard to the following legislation and statutory guidance:

Legislation

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Education Act 1996
- Children Act 1989
- Children Act 2004
- Mental Capacity Act 2005

- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

Statutory Guidance

- SEND Code of Practice: 0 to 25 Years (2015)
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- School Admissions Code 2021
- Working Together to Improve School Attendance
- Behaviour in Schools
- Suspension and Permanent Exclusion Guidance

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Accessibility Plan
- Equality Information and Objectives
- Attendance Policy
- Medical Needs Policy
- Complaints Policy
- SEND Information Report

3. Definition of SEND

A child has SEND 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 educational facilities generally provided for others of the same age in mainstream schools.

Under the Equality Act 2010, a disability is a physical or mental impairment that has a substantial and long-term adverse impact on a person's ability to carry out normal day-to-day activities.

The four broad areas of need identified within the SEND Code of Practice are:

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

Including:

- Specific Learning Difficulties (SpLD)
- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties

Social, Emotional and Mental Health (SEMH)

Including difficulties relating to:

- Anxiety
- Emotional regulation
- Mental health
- Attachment
- Behaviour linked to underlying needs

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions requiring specialist support

4. Aims and Objectives

The school aims to:

- Ensure early identification of SEND.
- Provide high-quality teaching for all pupils.
- Follow the graduated approach described in the SEND Code of Practice.
- Ensure pupils with SEND make strong progress from their starting points.
- Promote independence and resilience.
- Enable full participation in school life.
- Develop positive partnerships with parents and carers.
- Use resources effectively to achieve the best outcomes.
- Prepare pupils successfully for the next phase of education.

5. Roles and Responsibilities

Governing Board

The governing board will:

- Ensure compliance with SEND legislation.
- Monitor the effectiveness of SEND provision.
- Review SEND outcomes and progress data.
- Ensure appropriate funding is allocated.
- Appoint a SEND Governor.
- Review the SEND Information Report annually.
- Monitor accessibility arrangements.
- Ensure reasonable adjustments are made.

Headteacher

The Headteacher will:

- Provide strategic leadership for SEND.
- Ensure all staff fulfil their responsibilities.
- Monitor quality of provision.
- Ensure inclusive practice across the school.
- Deploy resources effectively.
- Maintain high expectations for all pupils.

SENDCo

The SENDCo will:

- Lead and coordinate SEND provision.
- Oversee the SEND register.
- Advise and support staff.
- Liaise with parents and external agencies.
- Coordinate Education, Health and Care Plan processes.
- Monitor the impact of interventions.
- Lead staff training and professional development.
- Support transition arrangements.

Teachers

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

Teachers will:

- Deliver high-quality adaptive teaching.
- Assess, plan, implement and review provision.
- Work closely with the SENDCo.
- Engage with parents.
- Monitor pupil progress and outcomes.

Teaching Assistants

Teaching assistants will:

- Support learning under teacher direction.
- Deliver targeted interventions where appropriate.
- Contribute to assessment and review processes.
- Promote independence.

6. Identification of SEND

The school adopts a graduated approach to identifying SEND.

Identification may arise from:

- Teacher concerns.
- Parent concerns.
- Pupil concerns.
- Assessment data.
- Medical information.
- External agency involvement.
- Information from previous settings.

The school recognises that underachievement alone does not mean a pupil has SEND.

Factors such as attendance, English as an Additional Language (EAL), safeguarding concerns, disadvantage or medical needs will also be considered carefully.

7. Graduated Approach

The school follows the Assess, Plan, Do, Review cycle.

Assess

Information is gathered through:

- Teacher assessment
- Standardised tests
- Pupil work
- Parent views
- Pupil voice
- External professional advice

Plan

Clear outcomes are identified which may include:

- Academic targets
- Social development goals
- Communication objectives
- Independence skills

Support arrangements are agreed with parents.

Do

Provision is delivered through:

- Quality-first teaching
- Reasonable adjustments
- Small-group work
- Individual interventions
- Specialist programmes
- External support

Review

Progress towards outcomes is reviewed regularly with:

- Parents
- Teachers
- Pupils
- SENDCo
- Relevant professionals

Provision is adapted based on evidence of impact.

8. Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot reasonably be met through ordinarily available provision, the school may request an Education, Health and Care Needs Assessment.

The school will:

- Work collaboratively with Gloucestershire Local Authority.
- Contribute evidence to assessments.
- Participate in annual reviews.
- Implement provisions specified within EHCPs.
- Monitor progress towards agreed outcomes.

Annual reviews will be conducted in accordance with statutory requirements.

9. Involving Pupils and Parents

The school places great importance on partnership working.

Parents and carers will be:

- Involved in decision-making.
- Consulted regarding provision.
- Invited to review meetings.
- Kept informed of progress.

Pupils will be encouraged to:

- Express their views.
- Contribute to planning.
- Participate in reviews.
- Discuss aspirations and outcomes.

10. Working with Other Agencies

The school works collaboratively with:

- Educational Psychology Service
- Advisory Teaching Services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Health professionals
- Social care services
- Early Help services
- CAMHS and mental health services where appropriate

External advice is used to strengthen provision and improve outcomes.

11. Children Looked After and Previously Looked After Children

The school recognises that Children Looked After (CLA) and Previously Looked After Children (PLAC) are at increased risk of underachievement.

The Designated Teacher and SENDCo will work closely together where pupils have SEND and care experience.

12. Attendance and SEND

The school recognises that good attendance is essential for educational success.

Where attendance difficulties arise for pupils with SEND, the school will:

- Identify barriers promptly.
- Work in partnership with families.
- Involve external agencies where appropriate.
- Make reasonable adjustments.
- Follow current attendance guidance.

The focus will always be on understanding and removing barriers to attendance.

13. Mental Health and Wellbeing

The school is committed to promoting positive mental health and emotional wellbeing.

Support may include:

- Nurture approaches
- Emotional literacy programmes
- Pastoral support
- Early Help involvement
- External professional advice

Where concerns arise, the school will work with families and relevant agencies to ensure appropriate support is accessed.

The school recognises that behaviour may sometimes be a communication of underlying need.

14. Admissions

The school will not discriminate against pupils with SEND.

Admission arrangements comply fully with:

- The Equality Act 2010
- The School Admissions Code
- The Children and Families Act 2014

Where the school is named in an EHCP, it will admit the pupil unless specific statutory exceptions apply.

15. Accessibility

The school is committed to improving access for disabled pupils.

The Accessibility Plan outlines how the school will:

- Improve access to the curriculum.
- Improve the physical environment.
- Improve access to information.

Reasonable adjustments will be made to reduce disadvantage.

16. Funding

The school uses delegated SEND funding to provide support and interventions for pupils with SEND.

Where appropriate, additional funding may be sought through:

- EHCP funding
- High Needs funding
- Other Local Authority funding streams

Resources are allocated according to identified need.

17. Transitions

The school places significant importance on effective transition arrangements.

These may include:

- Additional visits
- Enhanced handover meetings
- Transition booklets
- Meetings with parents
- Multi-agency planning

Particular attention will be given to transitions involving vulnerable pupils and those with SEND.

18. Complaints and Dispute Resolution

The school seeks to resolve concerns at the earliest possible stage.

Parents should initially discuss concerns with:

1 The class teacher.
2 The SENDCo.
3 The Headteacher.

If concerns remain unresolved, the school's Complaints Policy should be followed.

Parents also have the right to seek independent disagreement resolution and mediation services where appropriate.

19. Confidentiality and Data Protection

The school processes SEND information in accordance with:

- Data Protection Act 2018
- UK GDPR

Records will be:

- Accurate
- Secure
- Maintained appropriately
- Shared only on a need-to-know basis or where legally required

20. SEND Information Report and Local Offer

The school's SEND Information Report is published annually on the school website and explains:

- Provision available within school.
- Admission arrangements.
- Accessibility arrangements.
- External agency support.
- Complaints procedures.
- Links to the Gloucestershire Local Offer.

The report is reviewed and updated at least annually.

21. Monitoring and Review

The effectiveness of this policy will be monitored through:

- Pupil outcomes.
- Progress data.
- Attendance information.
- Behaviour and exclusion data.
- Parent feedback.
- Pupil voice.
- Governor monitoring.
- SEND reviews.

This policy will be reviewed annually or sooner if legislation or statutory guidance changes.