Micklands Primary School

SEND Policy

2026-2027

Introduction:

Rationale:

Micklands Governing body expects the staff to adhere to this policy to ensure a consistent approach to raising standards. The Governing Body expects the **SEND policy** to have the following impact:

- Pupils will have the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential, making informed choices, hence preparing them for their future.
- It reflects the ethos of the school which enables children to become confident, resourceful, independent learners

Policy Status: STATUTORY

School name: Micklands Primary School

SEND Governor: Mrs Nicole Wisdom

SENDCO: Mrs Karen Talbot

Reference to statutory legislation:

This policy and SEN Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years 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.
- The Equality Act 2010, which sets out schools' duties towards pupils with disabilities, including the duty to make reasonable adjustments and not to discriminate against disabled pupils.

This policy should also be read alongside the school's Accessibility Plan and Equality Information and Objectives.

Policy aims and beliefs:

The aims of our SEND policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of satisfaction and partnership

- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes. To ensure a high level of staff expertise to meet pupil need, through well targeted, continuing professional development.
- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:

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

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

A pupil has SEN 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.

Special educational needs and disability are not the same. A pupil may have SEN, a disability, or both. The school has duties under the Equality Act 2010 towards disabled pupils, including making reasonable adjustments to ensure that they are not placed at a substantial disadvantage compared with their peers.

4. Roles and responsibilities

4.1 The SENDCO.

The SENDCO is Mrs. Karen Talbot senco@micklands.reading.sch.uk

Mrs. Talbot 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
- 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

4.2 The SEND governor

The SEND governor is Mrs. Nicole Wisdom who 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 SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO 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 SEND 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties, selective mutism
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety and depression.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, mobility needs.

5.2 Identifying pupils with SEND and assessing their needs through the graduated response.

We will assess each pupil's current skills and levels of attainment on entry to the school, building on information from previous settings and key stages where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than academic attainment, for example social development, communication, emotional wellbeing or independence.

Slow progress and low attainment will not automatically mean that a pupil has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Children's needs will be identified and met as early as possible through:

- analysis of assessment and progress information;
- classroom-based assessment and observation;
- the assess, plan, do, review cycle;
- discussion with pupils and their parents or carers;
- tracking individual pupils' progress over time;
- liaison with previous settings and schools;
- information and advice from other professionals and services, where appropriate; and
- more detailed individual assessment where necessary.

Where a pupil is identified as having SEND, the school will record the additional or different provision being made and review its effectiveness regularly. Where appropriate, external specialist advice will be sought with the involvement and consent of parents or carers.

5.3 Consulting and involving pupils and parents

We recognise that parents and carers know their children best and that pupils should be actively involved in decisions about the support they receive.

We will have an early discussion with the pupil and their parents or carers when identifying whether they require special educational provision. These conversations will ensure that:

- everyone's views, including those of the pupil, are heard;
- there is a shared understanding of the pupil's strengths and areas of need;

- parents' and carers' concerns are taken into account;
- the outcomes sought for the pupil are agreed;
- the support and provision to be put in place is understood; and
- everyone is clear about the next steps and when progress will be reviewed.

A record of these discussions will be kept and shared as appropriate. Parents and carers will be formally informed when it is decided that a pupil will receive SEN Support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

A number of strategies are in place to enable effective pupil's transition. These include:

On entry: -

- Parent/carers and pupils are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The Headteacher meets with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the pervious school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

The annual review process that is instigated in the year before transition begins the process where parents are supported to make decisions regarding the next placement for children with Education and Health Care Plans

- The school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Accompanied visits to other providers may be arranged as appropriate.

- For pupils transferring to local schools, staff from both schools will meet to discuss the needs of transferring pupil in order to ensure a smooth transition.

The records of pupils who leave the school mid phase will be transferred within ten working days of the parents notifying their child has been enrolled at another school.

5.6 Our approach to teaching pupils with SEND

High-quality teaching is our first response to pupils who have, or may have, SEND.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers will seek to identify and remove barriers to learning and will adapt their teaching to meet pupils' needs. This may include appropriate scaffolding, explicit instruction, additional modelling, adaptations to resources, changes to the learning environment, additional practice and reasonable adjustments.

Where high-quality teaching and ordinarily available provision do not sufficiently meet a pupil's needs, additional or different provision will be considered through the graduated approach of assess, plan, do and review.

The SENDCO will support teachers in identifying appropriate approaches and provision and in evaluating their impact on pupils' progress and outcomes.

5.7 Adaptations to the curriculum and learning environment

We make appropriate adaptations and reasonable adjustments to ensure that pupils with SEND are able to access the curriculum and participate fully in school life. Depending on individual need, these may include:

- adapting teaching approaches, tasks and resources;
- providing appropriate scaffolding and additional modelling;
- giving additional processing time;
- pre-teaching or revisiting key vocabulary and concepts;
- adapting the presentation of information and instructions;
- using recommended aids and equipment, such as laptops, visual timetables, coloured overlays or enlarged text;
- adapting the physical learning environment;
- providing movement or sensory breaks where appropriate; and
- adapting grouping, staffing or adult support.

Adaptations will be based on the individual needs of the pupil and will be reviewed to ensure that they are effective and promote increasing independence.

5.8 Additional support for learning

The school has a team of teaching assistants who support pupils across the school. Teaching assistants may provide individual or small-group support where this is appropriate to a pupil's identified needs.

Support may include structured, evidence-informed interventions as well as additional support within the classroom. Teaching assistants work under the direction of teachers, who retain responsibility and accountability for the progress and development of pupils in their class.

The nature and level of support provided will be determined by individual need and reviewed regularly to evaluate its impact.

We also work with a range of external professionals and agencies where specialist advice or support is required.

5.9 Expertise and training of staff

The school is committed to ensuring that staff have the knowledge and skills required to meet the needs of pupils with SEND.

The SENDCO identifies staff development needs and works with senior leaders to ensure that appropriate training, guidance and professional development are provided.

Our SENDCO is an experienced teacher and SENDCO and holds the National Award for SEN Coordination completing the qualification in July 2015.

Teachers and teaching assistants receive training according to the needs of pupils within the school. This may include training in specific areas of SEND, appropriate teaching approaches, interventions and strategies to support pupils' learning, communication, emotional regulation and wellbeing.

Where appropriate, the school seeks advice and training from external professionals, including educational psychologists, speech and language therapists and other specialist services.

5.10 Securing equipment and facilities

When we assess a child through the graduated approach, we will make reasonable adjustments to provide equipment or resources needed. We are a ‘well equipped’ school for all our pupils, but should we need to acquire additional resources this can be sought in a number of ways. For example, general resources for pupils with SEND will be considered in line with the notional SEND Budget which could be used to purchase or hire specialist equipment, as appropriate. Should specific equipment be required, e.g. equipment to support children with a hearing impairment, we may be able to negotiate with Sensory Consortium-. Each case is considered separately and specifically for each child.

5.11 Evaluating the effectiveness of SEND provision

All pupils will be provided with high quality teaching that is differentiated and scaffolded to meet their learning needs. Pupils will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum. The monitoring and evaluation of the effectiveness of our provision for pupils with SEND is carried out in the following ways:

- holding statutory annual reviews for pupils with Education, Health and Care (EHC) plans
- classroom observation by the SENDCO and Senior Leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the Senior Leaders
- informal feedback from all staff.
- pupil interviews when setting new learning targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- regular meetings about pupils' progress between the SENDCO and the class teacher.
- regular reporting to the governing board on the effectiveness of SEND provision and outcomes for pupils with SEND

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Rhos-Y-Gwaliau and Ufton Court.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Children with physical disabilities are supported by carefully planned adjustments to buildings, toilets and communal play areas. We work closely with occupational therapists, physiotherapists and the local authority to ensure that disabled pupils are not treated less favourably than other pupils.

We have disabled toilets, ramps, specialist seating and wheelchair access. Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council

The school offers a wide variety of pastoral support for pupils. These include:

- An effective Personal, Social, Health and Economic (PSHE) curriculum that supports pupils' personal development, emotional literacy, relationships and wellbeing.
- Delivery of small group or 1:1 evidence led interventions to support pupil's wellbeing, interaction skills, improvement of resilience and emotional wellbeing. We have two fully trained ELSA's who deliver these interventions.

- The school has gained Healthy School status which targets provision that supports pupils' wellbeing and mental health.
- The school does not tolerate bullying, including bullying related to SEND or disability. Any concerns about bullying are addressed in accordance with the school's Behaviour Policy and anti-bullying procedures.

5.14 Working with other agencies

Progress towards pupils' agreed outcomes will be monitored and reviewed regularly with pupils and their parents or carers.

Where a pupil continues to make less than expected progress despite appropriate, evidence-informed support and intervention, the school may seek advice from external professionals or specialist services.

This will normally be undertaken in consultation with parents or carers and may include support or advice from:

- educational psychology;
- speech and language therapy;
- occupational therapy and physiotherapy;
- specialist sensory services;
- health professionals, including school nursing;
- mental health services;
- local authority SEND services; and
- other specialist services appropriate to the individual pupil's needs.

Advice from external professionals will be used to inform the assess, plan, do, review cycle and the provision made for the pupil.

5.15 Complaints about SEND provision

We aim to work in partnership with parents and carers to resolve any concerns about SEND provision at the earliest opportunity.

Parents or carers who have concerns about their child's SEND provision should initially discuss these with the class teacher and/or SENDCO.

If the concern is not resolved, parents or carers should follow the school's published Complaints Policy, which is available on the school website.

Complaints relating to disability discrimination may be made to the First-tier Tribunal (Special Educational Needs and Disability). Parents and carers can seek independent information, advice and support from Reading SENDIASS.

Complaints relating to Education, Health and Care needs assessments or EHC plans are subject to separate statutory processes and should be raised with the relevant local authority.

5.16 Contact details of support services for parents of pupils with SEND

Reading SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents and carers.

Up-to-date contact details and information about the service can be found through Reading's SEND Local Offer.

Parents and carers can also speak to the school's SENDCO for information about support available locally.

5.18 The local authority local offer

Reading Borough Council publishes a Local Offer setting out information about education, health and social care services available for children and young people with special educational needs and disabilities and their families.

The Reading SEND Local Offer can be accessed through the Reading Borough Council website.

6. Monitoring arrangements

This SEND Policy and SEN Information Report will be reviewed annually by the SENDCO in consultation with the SEND Governor and Headteacher. The SEN Information Report will also be updated during the year where there are significant changes to the information it contains.

The policy will be approved by the governing board.

Date approved: September 2026
Next review: September 2027

7. Links with other policies and documents

This policy should be read alongside the school's:

- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Teaching and Learning Policy
- Attendance Policy