



# **The Mill Academy SEND Policy**

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# Contents

## Mapplewell SEND Policy

|                                                                    |   |
|--------------------------------------------------------------------|---|
| 1. SEND Aims of the School                                         | 2 |
| 2. Send Team                                                       | 2 |
| 3. The role of the SENDCO                                          | 2 |
| 4. Admissions                                                      | 3 |
| 5. Identification, Assessment and Provision                        | 3 |
| 6. The Graduated approach to identifying Special Educational Needs | 3 |
| 7. Allocation of Resources                                         | 4 |
| 8. English as an additional Language                               | 5 |
| 9. Record Keeping                                                  | 5 |
| 10. Accessibility                                                  | 5 |
| 11. Transition                                                     | 5 |
| 12. Managing medical needs of Pupils                               | 5 |
| 13. SEN Review Policy                                              | 5 |

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# The Mill Academy SEND Policy

**This policy reflects the revised SEND code of practice 0-25 guidance (DfE 2015)**

## 1. SEND Aims of the School

- To ensure that all children have access to broad and balanced learning opportunities and are able to access the full curriculum, alongside their peers.
- To provide appropriate support to the individual's needs and ability.
- To ensure the early identification of all children requiring SEND provision.
- To ensure that children with special educational needs take as full a part as possible in all activities.
- To develop and maintain positive relationships and work alongside parents and carers of learners with SEND, ensuring they are kept fully informed and involved in their child's learning, progress and attainment.
- To ensure that SEND children are involved, where practicable, in decisions affecting their future SEN provision and learning.
- To ensure that all children are able to achieve their full potential.
- To provide a fully inclusive learning experience across all curriculum areas.

## 2. Send Team

- Lisa Clayton – Head Of School
- Jenny Chambers - SENDCO

## 3. The role of the SENDCO

The key responsibilities of the SENDCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers of pupils with SEND
- Liaising with early years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Working with the school leadership team provide CPD for all staff

## 4. Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability'. (COP, 1.28)

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan.

## 5. Identification, Assessment and Provision

At The Mill Academy we have adopted a whole-centered approach to SEN policy and practice. Children identified as having SEND are, as far as is practicable, fully integrated into all activities. Every effort is made to ensure that they have full access to learning opportunities and/or the National/EYFS Curriculum and are integrated into all aspects of the setting.

The SEND Code of Practice 2015 makes it clear that all teachers are teachers of children with special educational needs. It is ultimately the responsibility of the class teacher to ensure each child receives appropriate learning opportunities. All teachers/practitioners are responsible for identifying children with SEN and, in collaboration with the SENDCO and/or Lead Teacher, will ensure that those children requiring different or additional support are identified at an early stage.

Our mission as educators, is to ensure that all children receive a high-quality education that promotes pupils development and equips them with the knowledge and cultural capital they need to succeed in life, leading them back to their rightful status as fully engaged, authentic learners. It is important that all children are given the support needed to make good progress.

The school leadership team regularly conduct a range of monitoring activities such as lesson observations, work scrutiny and environment audits to ensure that teaching and learning is of a high standard and adapted to an appropriate level for each child. Based on the outcomes of these observations support is planned in the form of staff development and INSET to ensure that all staff are up-skilled in their understanding of strategies to support vulnerable pupils or those that have/may have SEN. Our school also subscribes to the National College Online Training platform, where staff have continuous access to a vast range of CPD webinars including many linked to SEND. Regular SEND keep in touch meetings with SLT ensure no child gets left behind.

The first step in responding to pupils who have/may have SEN is when a need has been identified by the adults who work with the child; this could be the parent/class teacher or LSA or member of the SLT

## 6. The Graduated approach to identifying Special Educational Needs

The purpose of identification is to work out the action the school needs to take to meet the child's individual needs, not to fit a pupil into a category.

In supporting pupils with SEND, in line with the SEND Code of Practice (DfE, 2015) we follow a process of Assess, Plan, Do, Review.

## 6.1 Assess

Following the initial concern around a special educational need, a clear analysis of the pupil's needs would be carried out collaboratively, in partnership with the parent(s)/carer(s), class teacher, and a member of the SEND Team. This will explore the pupils key strengths, barriers to learning, attainment and progress information, attendance, previous support and impact considering all views, including the views of the child. An observation of the child may also take place by the SENDCO, if it is felt this is relevant.

## 6.2 Plan

Following this assessment, if it is felt necessary, an SEN Monitoring Plan or SEN Support Plan will be drawn up in collaboration with those involved. This will identify key needs assessed, outline key targets and outcomes as well as design appropriate provision to support achievement of these goals; including provision linked to specific subjects. In some cases, a referral to outside agencies may be required; this is done in consultation with parents. This final support plan will be shared with parents and key staff involved and the child will be added to the school SEN register.

## 6.3 Do

All parties involved in the planning stage of the SFP take their agreed responsibility as identified on the plan. The class teacher will remain responsible for implementation of provision in school with support of the SEND team.

## 6.4 Review

Support Plans are monitored regularly and reviewed in line with an agreed date, in collaboration with families, child, class teacher and , in some cases, a member of the SEND team, to measure the impact of support on progress; this is usually termly, however can be more frequent. Next steps are then agreed collaboratively and this process repeats. All reviews follow a 'person centred approach' and keep the child at the centre. Review meetings are documented as part of the Support Plan.

Where concerns remain around a child's progress and development or the provision needed to support a child is beyond what the school currently has capacity to provide, it may be necessary to request an Education, Health and Care Needs Assessment. If this is accepted, the child will be issued with an Education Health and Care Plan. This is a legal document which outlines the pupil's strengths, barriers to learning, learning outcomes and provision needed to meet their more complex needs and provides additional funding to support the implementation of the outlined provision.

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority **must** review that plan as a minimum every twelve months. The school will co-operate by holding these annual reviews, in line with the guidance. Annual Reviews are carried out in partnership with school, the family and wider agencies involved.

At all times the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

At The Mill Academy, pupils who hold an EHCP will also have a Support Plan to reflect current targets and specific provision. This will reflect the longer term goals outlined in the child's EHCP.

## 7. Allocation of Resources

It is the school's responsibility to provide the resources to fund additional provision up to £6000. When the level of support required to meet a child's needs exceeds this, school or parent(s)/carer(s) will look to request an EHC Needs

Assessment in the hope of securing the additional 'top up funding' needed to meet the child's needs. Where a child has an EHCP, their allocation of resources is outlined in the document.

Children with an EHCP can apply for a personal budget, where all partners involved must set out in their joint commissioning arrangements.

## 8. English as an additional Language

Particular care will be needed with children whose first language is not English. Their progress will be closely followed ascertain whether any barriers to learning arise 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.

## 9. Record Keeping

The school will keep records of both the steps taken to meet children's individual needs as well as wider SEND or medical documentation. These will be kept securely in line with school policy.

## 10. Accessibility

The school is accessible to all regardless of SEND. There are wheelchair friendly ramps to allow access to all areas of the school building. For further information see our schools Accessibility policy.

## 11. Transition

All children access transition days with their class. In some cases children may require additional transition time, this will be decided by school in partnership with parents.

Transition may include:-

- Meetings between teachers.
- Children meeting their new class teacher.
- Development of a package that will follow your child through to their next classroom.
- Home visits by school prior to start date **(if appropriate)**.
- Visits to new setting **(if appropriate)**.

## 12. Managing medical needs of Pupils

Where a child has both SEN and a medical health condition the EHC plan will specify the type and level of support required to meet their needs. Where an EHC is not in place, the school will work with parent and carers and the wider medical team involved to specify the type and level of support required to meet their needs and if required explore a request for an EHC Needs Assessment.

## 13. SEN Review Policy

The setting considers the SEN policy document to be important and undertakes a thorough review of SEND practice and provision each year. The outcomes of this review are used to inform the school improvement plan.