



Policy for Special Educational Needs

March 2026

Ambitious Courageous Resilient Respectful Kind

"Children are likely to live up to what you believe of them."

Lady Bird Johnson, former US first lady.

Curriculum Vision: Why we teach this curriculum

At Monkhouse, we believe **all** children will be ambitious, courageous, resilient, respectful and kind so that they fulfil their unique potential and become active members of the wider global community.

Definitions:

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At Monkhouse we aim to provide a broad and balanced curriculum which develops the personal and social skills and the learning and achievement of all children, regardless of ability. We pride ourselves on involving children and families in this provision and consider their views, wishes and feelings. We feel it is important to acknowledge the importance of the child or young person, and their parents, ensuring they participate as fully as possible in decisions and be provided with the information and support necessary to enable participation in those decisions. Our SEND provision is based around helping children achieve the best possible educational outcomes, preparing them effectively for adulthood, and supporting the development of social skills, and emotional and mental health. We collaborate with education, health and social care services to provide support and to ensure successful preparation for transitions from Monkhouse into other educational establishments and the wider world.

How we meet the needs of learners

All children are given fair access to the whole curriculum. We seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice 2014.

A rigorous cycle of 'assess, plan, do, review', ensures that all children can learn and make progress, whatever their ability.

All children with SEN are taught by their class teacher for the majority of the time. Class teachers are responsible for the progress and attainment of all the children within their class, including those with SEN. We believe that quality first teaching, taking into account the needs of individuals, is the first step in ensuring appropriate progress for all pupils, including those with SEN.

All pupils, including those with SEN, have access to the appropriate resources and interventions to enhance their learning.

Our additional support is founded on the following principles:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Where a child has received support recommendations from an outside agency, it is the responsibility of the class teacher, supported by the SENCO to ensure these recommendations are followed appropriately.

Our aim, through our provision for children with special educational needs and/or disabilities is that they are supported to achieve at the highest level possible, taking account of their starting point and ideally to achieve in line with expected outcomes for all pupils.

For children with identified SEN, adjustments will be made to the curriculum and to teaching and learning methods as appropriate.

The exact nature of differentiation will be matched to the need of the individual, but may include:

- Extra support from adults within class
- Use of personalised timetables, instructions and checklists
- Use of visual prompts
- Adjustments to learning tasks
- Support to record learning
- Emotional support strategies
- Sensory Circuits to aid regulation
- Structured activities in The Learning Loft to support Social, Emotional and Mental health needs.

For children with SEND, technology can be a powerful tool for supporting learning. Children may use ICT to record prompts, instructions and visual images which help them to work with a greater degree of independence.

For some children with SEN using writing to record learning presents a great challenge. Children may record and present information in digital forms (eg Picollage, I-movies, Keynote)

We also aim to provide learning for all children through a range of creative opportunities, as well as more traditional lessons.

What our SEND responsibilities are:

Monkhouse Primary School will make provision for pupils with the following 4 kinds of need:

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

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers and School Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team

- Health diagnosis through paediatrician/doctor

SEND Plans and Reviews

When a pupil is identified as having special educational needs, we support their development and progress by holding regular review meetings. Class teachers will communicate with families at least termly, inviting them to discuss a child's needs, support and progress. This is generally via face-to-face meetings, but may be via telephone call or video call.

We work with children and parents to produce a Pupil Support Plan, which reflects the beliefs, needs and wishes of the child and their family, as well as their view of the challenges the child faces and the way staff can best support them.

The class teacher, in consultation with parents and children, will add information outlining the continuous provision in place to support the child, and set short-term targets to accelerate learning. These state the focus and aims of support school will provide, and outline the way in which support will be provided, both within the classroom and through interventions.

Class teachers will review targets at least termly, and progress will be discussed with the pupil, where appropriate, and family.

The beliefs, needs and wishes of the child and their parents are always considered in setting targets and tailoring support.

Removing a child from the SEN register

Where a child is deemed to no longer need additional SEN support, with mutual agreement of parents and school, they may be removed from the register. They will be placed on the monitoring register to ensure they continue to make appropriate progress.

Appendix 1 – Statutory requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 –25 (June 2014) and has been written with reference to the following guidance and frameworks:

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Equality and Diversity Policy

Local offer

Monkhouse Primary School will cooperate generally with the local authority and local partners in the development and review of the local offer.

Appendix 2 – Role of the SENCO

The Special educational Needs Coordinator (SENCO) for Monkhouse Primary School is Odessa Stephenson who is currently in the process of completing the NASENCo award with Bath Spa University.

The role of the SENCO

'The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.' SEND Code of Practice 0 –25 (June 2014)

- The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- 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 SEN up to date

Appendix 3 - Accessibility

The Disability and Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The age and design of our building means that some areas are currently not accessible to wheel chair users or those with limited mobility.

A ramp provide access to the main entrance and there is a disabled toilet on the current KS2 corridor.

We committed to taking every reasonable action to ensure that our school is accessible to all so far as is possible.

Appendix 4 - Resolving Disputes

Where a parent/carer is concerned about an issue relating to their child's SEND, we would ask that every effort is made to resolve this informally by meeting with the class teacher.

If matters are not resolved, parents/carers should meet with the SENCO and/ or the Headteacher to discuss the problem.

If it is not possible to resolve any issues informally, the Complaints Policy should be followed. A copy is available on our website or from the school office.

Appendix 5 -Safeguarding

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying.

Monkhouse staff take a proactive approach to ensuring that our school is a safe and happy environment for all learners. The school has rigorous procedures for recording and dealing with all types of bullying and discrimination as outlined in our Safeguarding Policy, a copy is available on our website or from the school office.

Appendix 6 - Monitoring and Evaluating SEND outcomes

We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through work scrutiny, lesson observations and learning walks.

Pupil outcomes are monitored through detailed data-based scrutiny, using information from Target Tracker and tests and assessments.

Parental feedback is obtained through the termly review meetings.

Our governing body review the progress of our pupils with SEND on a regular basis. We have a named governor with specific oversight of SEND and this is Moira Calboutin.

All staff have completed, and will continue to receive, ongoing training in special educational needs

The school has a plan for all staff to develop the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, ADHD, dyslexia and so on. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase.

Appendix 7 - Children with Medical Conditions

Monkhouse Primary 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 with medical conditions may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN D Code of Practice.

Appendix 8 – Funding

SEN is funded through the notional SEN budget and through additional “top-up” funding which is secured through statements of special needs and Education, Health and Care Plans

Appendix – Support from Outside Agencies

For children needing higher level support, school accesses a range of external expertise from agencies including:

- Statutory Assessment and Review Service
- Educational Psychology –EP
- Child and Mental Health Services - CAMHS
- Language and Communication team –LCT
- Speech and Language therapy – SALT
- Dyslexia team
- Behaviour Support
- Occupational Therapy – OT
- Sensory Support Team -visual and hearing impairment.
- Raising the Health and Education of Looked After Children Team - RHELAC
- Public Health Nurse
- Health Visitors
- Children’s Services
- Education Welfare Service
- Acorns
- Parent Partnership