



# The Milford Academy Special Educational Needs and Disability Policy

Document Information			
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## **Legislative Compliance**

This policy complies with 'Section 69 (2) of the Children/Families Act 2014 Regulation 51'. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015;

Ofsted Section 5 Inspection Framework January 2014;

Equality Act 2010;

Education Bill 2011;

Children and Families Act 2014 – Section 68 (2).

The Milford Academy is a school of approximately 450 children. We pride ourselves on knowing our children well and ensuring that communication between children, staff and parents/ carers is excellent. All of our staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children and recognise that children have a variety of needs and that those needs may change and require a range of provision and access to other services. This includes ELSA support for positive mental health.

## **Introduction**

At The Milford Academy, we constantly strive to improve outcomes, with high aspirations and expectations for all children. The Milford Academy is a mainstream school fully committed to providing inclusive experiences for all pupils who can take part in a broad and balanced curriculum so that all can achieve and succeed. This will enable all to achieve their best, become confident individuals living fulfilling lives, make positive contributions in their community and make a successful transition into adulthood.

As a school we will endeavour to make sure that a child with Special Educational Needs or Disability (SEND) gets the support they need where they can engage in all activities so that every pupil in our school receives a broad and balanced curriculum. We have a designated teacher who is responsible for co-ordinating SEND provision, has regular contact with parents, prepares SEND information reports and shares information with the

named member of the governing body who oversees the school's arrangements for SEND.

The quality of teaching of all pupils, including those identified as having SEND, and the progress made by pupils is part of the performance management and professional development of all teaching and support staff: every teacher is a teacher of SEND. There is careful consideration with regard to identification of SEND which is built into the overall approach to monitoring the progress and development of all pupils.

At the Milford Academy, we involve parents and pupils in the planning and review process. Parents/ carers have a unique knowledge of their child and we encourage them to share this knowledge with their child's teacher. Teachers will talk to parents/ carers regularly, to share their child's progress and to discuss any concerns they may have.

This Policy has been written with regard to The Children's and Families Act 2014 and the Special educational needs and disability code of practice 2015.

### **Principles underpinning the Code of Practice**

At The Milford Academy, we incorporate the views, wishes and feelings of the child and the child's parents. We believe that pupils do best when staff and parents/ carers work together and therefore ensure the child and their parents/ carers participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions. We ensure the right support is provided for the child, and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

### **Equality and Inclusion**

In accordance with the Equality Act 2010 and our Equal Opportunities Policy, we believe that all pupils benefit from mixing with a wide variety of pupils and adults. We actively seek to include pupils from all cultures and background, including disabled pupils and those with special educational needs. We make all reasonable adjustments for children with specific needs, in a timely manner, to prevent them from being put at a substantial disadvantage. We cooperate with the local authority in reviewing the provision and in developing the Local Offer.

## **Special Educational Needs Definition**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

## **Identifying Special Educational Needs**

At The Milford Academy, we recognise the benefits of early identification and seek to identify a child’s need at the earliest point allowing us to make the most effective provision so that the child reaches their full potential.

As a team we strive to provide high quality first teaching to the whole class. Every pupil’s current skills and progress are carefully assessed including children who are new to the school. With careful monitoring, we seek to identify

pupils making less than expected progress given their age and individual circumstances.

A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision that is **different from** or **additional to** that normally available to pupils of the same age.

At The Milford Academy our first response is to ensure high quality teaching is being targeted to the area of weakness. Further assessment of the child will take place, involving the teacher, SENCo, parent, pupil and when necessary other outside agencies. There will be no delay in putting in additional teaching and interventions.

If a child has a SEMH (Social Emotional Mental Health) need we use tools developed by the ELSA programme to support their child with their specific areas of need.

Children can be identified as having SEND at any age, therefore it is important for all to be aware of any emerging difficulties and respond early. We know parents/ carers have a unique knowledge of their child and we encourage them to share this knowledge with the child's class teacher.

When working with children whose first language is not English, great care is taken to look at all aspects of a child's performance in different areas of learning and development to establish whether there is a lack of progress due to limitations in English as an additional language or if it arises from SEND or a disability.

### **Special Educational Provision**

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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

## **At The Milford Academy we use the Graduated Approach.**

Where a pupil is identified as having a SEND, we will endeavour to take action in removing barriers to learning and put effective special education provision in place. The support we will provide will go through a **4 part cycle**. This cycle will allow us to make early decisions and actions which will be revisited, refined and revised, with growing understanding of the pupil's needs, and of what supports the pupil in making progress and securing good outcomes. This is known as the graduated approach.

**All pupils receive quality first inclusive teaching.**

### **Assess**

The teacher and SENCO will work collaboratively to execute a detailed analysis of the pupil's need/s. This process will draw upon teacher assessment and experience of the pupil, their previous progress and attainment, as well as on behaviour. The individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, where relevant, advice from external support services will also be recorded.

To ensure that support and intervention are matched to a child's need, barriers to learning are being identified and overcome, and a clear picture of interventions are in place, the assessment will be reviewed regularly. Parents will be informed.

### **Plan**

If a decision is made to provide a student with SEND support, the parent will be formally notified. The teacher and the SENCO will agree in consultation with the parent and pupil the adjustments, intervention and support to be put in place, as well as the expected impact this will have on progress, development and/or behaviour. Interventions will be recorded via a pupil's Targeted Plan or Well-Being/ Behaviour plan which clearly states a date for review- these will be reviewed termly. The ~~targeted~~ plan will be shared with all teachers and support staff who work with the pupil so they are aware of the needs, outcomes sought, support provided and teaching strategies required. This will also be shared with the parents. Strategies to support the child at home will be

discussed. At this point the pupil will be added to the Schools Special Educational Needs and Disability (SEND) Register.

### **Do**

The agreed actions taken from the planning phase will be implemented. The class teacher will remain responsible for working with the child on a daily basis. The teacher will work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support, intervention and how they can be linked to classroom teaching. Interventions will be recorded via the Targeted Plan and whole school Inclusion document and the SENCO will continue to support the teacher in further assessments.

### **Review**

The impact, quality of the support and intervention will be evaluated in line with the agreed date, along with the views of the pupil and their parent or guardian. This information will feed back into the analysis of the pupil's needs. The teacher will work with the SENCO to revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/guardian and pupil. The SENCO will review the student's individual Targeted Plan and judge (with parents, the pupil and teacher) if targets have been achieved and modifications that need to be implemented. This enables parents to be involved in planning next steps.

An Education, Health and Care Plan is only considered when all of the above has been carried out to identify, assess and meet the SEND of the child and the child has still not made the expected progress.

Interventions may include:

- Person centered, non-directive, play based children's counsellor;
- Teaching assistant support in a classroom setting;
- Small groups with clear objectives and targets;
- Provision of different learning materials;
- Support from the Achievement Lead for Vulnerable pupils;

- Attendance monitored by the Achievement Lead and referrals made to EWSif necessary;
- Provision of special equipment;
- Appropriate advice from LA support agencies;
- Special arrangements for Standard Assessment Tasks (S.A.T.S);
- Specific intervention program e.g. music interaction, Theraplay, Phonic /Reading Catch-Up programmes;
- Active and on-going advice and involvement of external support agencies;
- Provision of specialist assessment;
- SEMH daily check-ins;
- Sensory sessions in the Sensory Room.

### **Working with parents and children**

Great importance is placed on collaborative working with parents and children. To aid in this process parents/carers are invited to make an appointment with the SENCo to discuss their child's progress at any time and attend regular termly review meetings to contribute to their child's Individual SEND Targeted Plan.

If a parent/carer has a concern about any aspect of their child's development we encourage them in the first instance to talk to their child's class teacher and then if necessary the Special Educational Needs Coordinator or Head Teacher.

Information on support agencies, including the IASS Network (Information, advice and support services network) is available in school.

We believe that children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion considered.

Whenever possible, pupil's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and difficulties will be considered when planning their learning and a one-page profile will be created with the child termly alongside their Targeted Plan to ensure we have received

the child's voice.

Pupils with special educational needs and pupils with disabilities will be fully included in all aspects of the school life. When planning special events or outings their needs will be considered and arrangements made for them to be included.

### **Arrangements for children on transition**

SEND Support will include planning and preparation for the transitions between phases of education. In order to ensure a smooth transition, the school will, with parent's/carer's consent, make arrangements to share all relevant information with the pupil's next placement. In addition to this, for year six pupils, we invite the receiving school's SENCO to the spring review meeting. Some children in year six may need additional support with their transition to their new secondary placements. Additional transition including extra visits to their new school and visits from new staff, and support from external agencies, such as the Autism Team for example, will be organised to offer further support.

### **Working with external agencies**

Our school is committed to working closely with statutory and voluntary external support agencies. Where a pupil continues to make little or no progress, or where they continue to work at levels substantially below those expected of pupil of similar ages, despite evidence-based support and interventions, we will seek advice from professionals outside our school e.g. health or social care. We will discuss this fully with parents/carers before contacting any agencies.

We work closely with:

- Community Educational Psychology Service (CEPS);
- Teachers and teaching assistants from the Inclusive Education Service (IES);
- Community Paediatrician;
- Education Welfare Officers from Educational Welfare Service (EWS);
- Speech and Language Therapy Service (SLT);
- Physio and Occupational Therapy Team;
- Autism Team;
- Children's Centre/Family Support Workers.
- Vision and Hearing Support;
- Learning Support Team;
  
- The Local Authority local offer, ensuring up to date information regarding our provision;
- Social Care;
- Outreach from Oakfield and RPI.

We recognise the value of working co-operatively with other professionals and sharing information, however, our policy on confidentiality will still apply.

### **Special Educational Needs Coordinator**

The role of Special Educational Needs Coordinator (SENCO) is the responsibility of Miss L Barker with assistance from Mrs L Butler. Together they provide professional guidance to colleagues and liaise with other professionals. By being aware of the provision in the Local Offer and working closely with families, they can ensure that pupils with SEND receive appropriate support and high-quality teaching. In addition to the day to day management of the Special Educational Needs Policy, the SENCo and Mrs L Butler are responsible for:

- Co-ordinating provision for pupils with special educational needs;
- Managing SEN TAs;
- Advising and supporting other practitioners in the school;

- Making requests for higher level funding (for children with higher level needs- HLN) if appropriate;
- To work with parents and other professionals to identify appropriate support, including decisions as to whether an Education and Health Care Plan (EHCP) is required;
- Ensuring that relevant background information about individual children with special educational needs is collated, recorded and updated on Targeted Plans and the whole school inclusion document;
- Delivering in-service training to all staff;
- Liaising with parents/ carers;
- Liaising with external support agencies;
- Liaising with the special educational needs governor;
- Overseeing the records of all pupils with special educational needs;
- Liaise with the Designated Teacher where a looked after pupil has SEND;

### **Funding**

Milford always strives to use its resources effectively in order to support those with additional needs. The school uses its notional SEND budget to supplement intervention programmes: this budget is set by the Education Funding Agency annually and there is an expectation that up to £6,000 is available for a child to support SEND programmes. When the Targeted Plan is reviewed, the impact of the funding is then considered. If further resources are needed to assure success within the next plan, then Milford can approach the LA for top-up funding (HLN). If further resources and funding is needed after future reviews, then an EHCP may be appropriate.

### **Requesting An Education Health Care Plan**

Following a request for a statutory assessment and a decision to proceed, the school, working with the parent/carer develop the plan. Once the plan has been completed and agreed it will be kept as part of the pupil's formal records and reviewed at least annually by staff, parent/carer and pupil. The annual review enables provision for the pupil to be evaluated and where appropriate, changes put into place.

The plan is a document which supports the child from 0 to 25 if this is appropriate. It's clear about who is responsible for which provision and includes a commitment from all parties.

If an EHCP is in place, children and families have increased choice and control of how elements of the budget are spent.

### **Complaints**

We value the partnership between parents/ carers and staff but should a problem arise parents/carers are asked to discuss this fully, initially with the class teacher. Subsequently, if any issue is not resolved it should be discussed with the SENCo and if still not resolved with the Head Teacher. Any complaints will be treated in accordance with our complaint's procedure.

## **Review**

The effectiveness of our policy will be reviewed annually by seeking the opinions of staff and governors. Amendments will be made to ensure it reflects our current practice and any local or national developments.

## **Pupils who transfer to Milford who are on the SEND Register**

What do we do at Milford to ensure smooth transition?

- School contact SENCO from previous school. Arrange for appropriate SEN information and pupil file to be sent.
- Discuss with previous school SEND provision in place, HLN funding (if appropriate) and area of need.
- Parents are invited to visit the school. Any questions answered.
- School will ensure appropriate provision is in place ready for the pupil starting.
- A Targeted Plan is put in place and TA support (if necessary).
- Pupil invited to school to meet new teacher, key members of staff and familiarise themselves with the building and environment.
- DAY 1 – pupil will be welcomed at the front reception and taken to their new class. Ensure pick up arrangements are clear with the pupil and parent. During the day, key staff, including Achievement Manager and Head teacher, will visit the pupil in their new class and ensure they are settled. At the end of the day, liaison with parent about the day.
- Regularly throughout the first few weeks, key staff, including Achievement Lead, SENCo and Head Teacher, will visit the pupil in their new class and check they are settled, building friendships etc.
- Parents encouraged to speak to school at any time if they have any questions or concerns.
- Teachers regularly communicate with parents about targets and progress.
- Interventions and provision will be evaluated and next steps/new outcomes for the next term discussed.

## The Milford Academy SEND Referral Pathway

The Milford Academy SEND Referral Pathway is followed where there are concerns about any emerging difficulties.

### Initial Concerns Form

Class teacher will complete an Initial Concerns form over a period of 3-4 weeks including observations, baseline assessments and teaching adaptations made for the child. They will email it to the SENCo. A one-page profile may be completed with the child at this point.



### Observation by the SENCo

SENCo will observe the child and write up their findings. They will offer support of strategies and interventions to support the needs of the child. These strategies or interventions will be monitored for a six-week cycle and then reviewed with class teacher and SENCo.



### Permission for SEND Record

If progress is limited and class interventions have not been impactful, SENCo will make a judgement as to whether the child needs to be put on the special educational needs record. If so, class teachers, along with SENCo, will organise a meeting to gain permission from parents and for parents to sign a parental approval form. Barriers to their child's learning and development will be discussed at this meeting.



### Establish Small Step Targets (TP)

Class teachers, alongside the SENCo, parents and pupil will write a targeted Plan for the child if required detailing three SMART targets for the child to begin to work on with a 1:1 on a weekly basis. This will form the graduated approach of Assess, Plan, Do, Review. A meeting with parents of the child needs to be arranged for them to sign and receive a copy of their child's TP termly. At the end of each term, a meeting will take place where the targets will be reviewed with the parents and class teacher and new targets for the next term will be set and agreed.



### Further Support

If SENCo and class teacher feel further support is required from a medical professional (pediatrician), or support from external agencies, the class teacher and child's parent will complete a referral and/ or BEMHS Referral form which the child's parent will take to the GP to begin the process for the child to see a pediatrician. School may also organise a report from an Educational Psychologist to support the assessment by the pediatrician.

**No referral will be made without the consent of the parent and agreement of the SENCo.**

- Children who enter EYFS or move to school with significant complex needs will receive an observation from the SENCo and SEN support will be put in place. The staff will work collaboratively with parents to ensure provision is implemented and any urgent referrals for support are made in a timely manner.
- School Based Assessments:
  - Dyslexia Screening;
  - Learning Assessment;
  - Phonics Screening.
- External Referrals for SEN Support:
  - Behaviour Support Team;
  - Autism Team;
  - Educational Psychology;
  - Learning Support Team;
  - CAMHS;
  - Pediatrician;
  - Physiotherapy Team
  - Speech and Language (SALT).

### **SEN Provision and Targeted Plans for those children on register**

Targeted Plans are updated termly jointly with SENCo/ class teacher/ pupil/ parent with SMART targets. If a pupil's target is achieved early then a new one will be set with facilitator/ class teacher. For a child with SEMH needs, the targets need to reflect their emotional needs.

### **SEMH**

We strive to provide an effective and enjoyable teaching and learning environment, where everyone feels happy, safe and secure and able to learn. We aim to promote mental and physical health and emotional wellbeing for us all. Wellbeing is at the forefront of the school's curriculum and promoting good mental health is a priority. As a team of staff and pupils, we have developed a definition of mental health that we believe supports the ethos and culture of our school:

*Mental Health is a state of mind- how we feel, think and act- and is the basis of how we steer through everyday life and respond to everyday ups and downs.*

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of SEMH resources.
- Managing feelings resources e.g. 'worry boxes', 'emotion charts,' and 'worry monsters'.
- Managing emotions resources.
- Daily emotional check-ins.
- Primary Group Work/ Mental health and wellbeing groups. /ELSA sessions.
- Therapeutic activities including art, lego, music and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Whole school SEMH Inclusion Document;
- Strengths and Difficulties questionnaire;
- The Boxall Profile;
- Positive Programmes

### **How do we know a child on the register is making good progress?**

All staff agree on what good progress looks like for individual pupils with the different needs e.g. good progress for a pupil with dyslexic tendencies will not be the same as a pupil with Autism.

Parents have the opportunity to discuss their child's targets and progress with staff termly and pupil's opinion is always sought.

The SENCo, Achievement Lead and class teachers, collaborate regularly when there is an unmet need/ something not working, to seek solutions/ ways forward.

The SENCo attends moderation and network meetings so that our evidence is compared to that of others.

### Helpful links to websites.

[Nottingham City Directory](#)

Date of Policy: September 2025 Date of review: September 2027

Date adopted by Governors

