Milton On Stour Primary School

SEND Policy

2026-27

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Linked articles from the UN Convention of the Rights of the Child

Article 23: Support for Children with Disabilities

If you have a disability, you have the right to special care, support, and the best education possible so you can grow up happy, independent, and take part in everything just like everyone else

Article 28: The Right to Go to School

Every single child has the right to go to school. Primary school should be free for everyone, and you should always be helped and encouraged to learn as much as you can.

Article 29: Becoming the Best You Can Be

Your education should help you discover your unique talents, personality, and abilities. It should teach you to look after the planet, respect other people, and understand your rights

Cherished in Love, Guided by Hope, Inspired by Joy

At Milton-on-Stour Primary School, our values of Love, Hope and Joy guide all aspects of school life and shape our approach to Special Educational Needs and Disabilities (SEND). We believe that every child is created with unique strengths, talents and potential. Our role is not simply to identify barriers to learning but to recognise and nurture each child's abilities whilst providing the support they need to flourish.

Our inclusive ethos is rooted in the belief that every child should experience a strong sense of belonging within our school community. We celebrate diversity and recognise that children learn, communicate and engage with the world in different ways. These differences enrich our community and help us to develop understanding, empathy and respect for one another. We recognise that children's experiences, relationships and life events can influence how they engage with learning, relationships and school life. As we strive to be a relational and trauma-informed school, we seek to understand behaviour and communication within the context of children's experiences rather than viewing them in isolation. We prioritise strong, trusting relationships and strive to create environments where children feel safe, valued and understood. By fostering a sense of belonging and emotional security, we aim to help every child develop confidence, resilience and readiness to learn.

Through our curriculum, relationships and provision, we seek to create an environment where all children are valued, understood and enabled to participate fully in school life. We believe that inclusion is not a separate aspect of school improvement but a fundamental principle that underpins everything we do. We

recognise neurodiversity as a natural and valuable part of human diversity. Children may think, learn, communicate and experience the world in different ways. We seek to understand and celebrate these differences whilst ensuring that barriers to participation and learning are identified and reduced.

We maintain high aspirations for every learner. We do not see SEND as a limitation on what a child can achieve. Instead, we recognise that some children will require adjustments, support or alternative approaches in order to access learning successfully. Our responsibility is to ensure that barriers are reduced, opportunities are widened and every child is supported to achieve their own personal best.

AIMS AND OBJECTIVES

At Milton-on-Stour Primary School, we are committed to providing an ambitious, inclusive and nurturing education for all children. We want every pupil to develop the knowledge, skills, confidence and independence required to thrive both within school and beyond it.

Our approach is founded upon the principle that all teachers are teachers of children with SEND and that high-quality, adaptive teaching is the most effective foundation for inclusive education. Through careful planning, responsive teaching and strong relationships, we aim to create learning environments where all children can experience success.

We aspire to identify and respond to needs as early as possible. By working collaboratively with families, children and professionals, we seek to develop a detailed understanding of each child and to provide support that is timely, effective and responsive to changing needs.

We believe that children should learn, participate and achieve alongside their peers within their local community wherever possible. Our focus is on developing inclusive environments and practices so that specialist knowledge and support can be brought to the child rather than the child being removed from their community.

Our ultimate aim is not only to improve attainment, but to help children develop confidence, resilience, independence, emotional wellbeing and a positive sense of identity, preparing them for the next stage of their education and for adult life.

ROLES AND RESPONSIBILITIES

Creating inclusive environments and removing barriers to participation is the responsibility of every member of the school community.

The Governing Body, Headteacher, SENCO, teachers, support staff, families and pupils all play an important role in ensuring that every child can participate fully in school life.

The Governing Body is committed to promoting an inclusive culture in which children with SEND are valued as equal members of the school community. Governors monitor the effectiveness of provision, ensure compliance with statutory duties and support leaders in developing strategic approaches that improve outcomes for children with SEND.

The Headteacher provides overall leadership for SEND and works closely with the SENCO to ensure that inclusion remains central to school improvement.

The SENCO provides strategic leadership and oversight of SEND provision. This includes supporting staff, coordinating additional provision, working collaboratively with families, liaising with external agencies and promoting inclusive practices across the school. The SENCO plays a key role in ensuring that provision remains responsive, evidence-informed and focused on positive outcomes for children.

Teachers remain responsible and accountable for the progress and development of all pupils within their class, including those receiving SEND support.

ADMISSIONS

Milton-on-Stour Primary School welcomes applications from all children and is committed to ensuring that pupils with SEND have equitable access to education within their local community.

We believe that inclusion begins before a child joins our school. We work closely with families, previous settings, the Local Authority and any relevant professionals to understand a child's strengths, interests and support needs before transition.

Where additional arrangements, adaptations or specialist support are required, we strive to ensure these are planned carefully and implemented effectively so that children can settle successfully into school life and feel welcomed from the outset.

FACILITIES FOR THOSE WITH SEND

We are committed to creating an environment that is accessible, inclusive and responsive to the diverse needs of our pupils.

Our school continually evaluates both the physical environment and learning environment to ensure that all pupils can access the curriculum and participate fully in school life. We recognise that accessibility extends beyond physical access and includes communication, sensory considerations, emotional wellbeing and access to learning experiences.

Reasonable adjustments are considered proactively and collaboratively. We seek to understand not only what difficulties a child may experience but also what conditions enable them to thrive.

SEN INFORMATION AND LOCAL OFFER

We are committed to ensuring that families have access to clear, accurate and accessible information about SEND provision.

The school website provides information about our approach to SEND, the support available within school and links to wider services available through the Dorset Local Offer.

We recognise that navigating SEND processes can sometimes feel overwhelming for families. We therefore aim to provide information in a supportive and understandable format and welcome opportunities to discuss any aspect of SEND provision with parents and carers directly.

PARTNERSHIP WITH PARENTS AND CARERS

At Milton-on-Stour Primary School, we recognise that parents and carers are the most important people in their child's life and bring knowledge, experience and insights that are invaluable in understanding and meeting children's needs.

We are committed to developing genuine partnerships based on trust, openness and mutual respect. We believe that the most successful outcomes occur when schools and families work together towards shared goals.

Parents are involved throughout all stages of the graduated approach and are encouraged to contribute their views, observations and aspirations for their child. We are committed to co-producing support with children, families and professionals. This means that decisions are made with families rather than for families.

We recognise that support needs can affect the whole family and strive to create a culture where parents feel listened to, respected and supported.

Participation and Pupil Voice

At Milton-on-Stour Primary School, children are active partners in shaping the support they receive. We believe that understanding a child's views, wishes and feelings is essential in achieving positive outcomes.

We seek opportunities for children to contribute to discussions about their learning, wellbeing and support in ways that are meaningful and appropriate to their age and stage of development. Children's aspirations, interests, strengths and experiences help to inform planning, review and decision-making.

By listening to children and supporting them to understand their own strengths and needs, we aim to develop confidence, self-awareness and self-advocacy.

IDENTIFYING AND MANAGING SPECIAL EDUCATIONAL NEEDS

At Milton-on-Stour Primary School, we recognise that every child develops, learns and participates in school life in their own way. We are committed to identifying needs at the earliest possible opportunity and responding in a timely, flexible and person-centred manner. We believe that early support and effective partnership with families can have a significant impact on children's confidence, wellbeing, participation and achievement.

Identification of Special Educational Needs and Disabilities is a process of understanding the whole child. We seek to develop a clear picture of each child's strengths, interests, aspirations and areas where they may experience barriers to learning or participation. We recognise that children may require support for a wide range of reasons and that needs can change over time.

We understand that a child's difficulties may not always present through low attainment. Some children may achieve age-related expectations academically whilst experiencing challenges with communication, emotional regulation, social interaction, sensory processing, physical access, independence or wellbeing. We therefore consider a broad range of information when exploring whether additional support may be required.

Concerns may be identified through:

- ongoing teacher assessment and observation;
- discussions with parents and carers;
- pupil voice;
- information shared by previous settings;
- attendance and wellbeing information;
- progress data;
- screening and assessment tools;
- advice from external professionals.

Parents and carers know their children best and their views are valued throughout this process. We encourage families to share concerns at the earliest opportunity, and we are committed to working collaboratively to develop a shared understanding of a child's needs.

We recognise that many children will require additional support at different points during their education. The provision of support does not automatically mean that a child has Special Educational Needs. High-quality adaptive teaching remains the first response to emerging needs. Class teachers continually adapt teaching, learning environments, resources and expectations to ensure that all children can access learning successfully.

This universal provision may include adjustments such as:

- adapted teaching approaches;

- visual supports;
- scaffolding and modelling;
- pre-teaching and overlearning opportunities;
- flexible grouping;
- assistive resources;
- environmental adaptations;
- strategies to support attention, organisation and emotional regulation.

This universal provision forms part of the school's ordinarily available provision and represents the first response to emerging needs.

Where a child continues to experience barriers to learning, participation or wellbeing despite high-quality classroom provision, additional support may be considered. At this stage we work closely with families and the child to develop a more detailed understanding of strengths and needs and to identify appropriate outcomes and provision.

The school follows the graduated approach outlined in the SEND Code of Practice through the cycle of **Assess, Plan, Do and Review**.

Assess

Assessment is ongoing and draws upon the views of the child, parents, teachers and, where appropriate, external professionals. We seek to understand not only the barriers that a child may be experiencing, but also the strengths, interests and protective factors that can support successful outcomes.

Plan

Where additional support is required, outcomes are agreed collaboratively with the child and family wherever possible. Provision is planned to address identified barriers whilst building independence, confidence and participation. Adjustments, interventions and support strategies are recorded through a person-centred support plan.

Do

The class teacher remains responsible for the child's progress and day-to-day provision. Support may be delivered through adaptive teaching, targeted interventions, specialist programmes, environmental adaptations or advice from external professionals. Provision is carefully matched to individual need and implemented consistently across school.

Review

Support is reviewed regularly with children, families and staff. We consider progress towards agreed outcomes alongside wider indicators such as wellbeing, confidence, engagement, independence and participation. This enables us to celebrate success, identify next steps and ensure that provision remains responsive and effective.

We recognise that needs are not always fixed and that children may require varying levels of support throughout their school journey. SEND support is therefore viewed as a dynamic process rather than a permanent label.

Where a child requires provision that is additional to or different from that ordinarily available to meet an identified special educational need, they will be recorded on the school's SEND Register. This decision will always be made in partnership with parents and carers and will be based upon a clear understanding of the child's needs rather than the presence or absence of a diagnosis.

The school uses a range of assessment tools and professional expertise to develop understanding of individual needs. These may include standardised assessments, observational assessments, curriculum-based assessments and specialist advice. Assessment information is used not to define a child, but to inform the most effective support and provision.

When a child's needs are complex, long-term or require highly specialised provision, the school may seek advice from external agencies. In some circumstances, and in partnership with parents and carers, the school may request an Education, Health and Care Needs Assessment from the Local Authority.

Throughout this process, our focus remains on removing barriers, promoting belonging, recognising strengths and enabling every child to access a rich and ambitious curriculum. Our aim is not simply for children to make progress academically, but to develop confidence, independence, positive wellbeing and the skills they need to thrive both now and in the future.

Monitoring Progress, Evaluating Provision and Reviewing SEND Support

At Milton-on-Stour Primary School, we recognise that children develop at different rates and that progress may look different for different learners. We therefore take a holistic view of progress, recognising and celebrating success across academic, social, emotional and personal development.

The progress and wellbeing of all pupils is monitored regularly through ongoing assessment, classroom observation and professional discussion. This allows us to identify strengths, recognise emerging needs and evaluate the effectiveness of provision. For pupils receiving SEND Support, progress is considered not only in relation to attainment and curriculum expectations, but also through outcomes

linked to communication, independence, emotional wellbeing, confidence, participation, attendance and preparation for future transitions.

Where a child has been identified as having SEND, support is delivered through the graduated approach of Assess, Plan, Do and Review. Provision and outcomes are reviewed regularly in partnership with children, parents, teachers and the SENCO. These reviews provide opportunities to celebrate achievements, listen to the views of children and families, evaluate the impact of support and agree next steps.

Support Plans are working documents that evolve as children's needs change and develop. Formal reviews usually take place at least three times each year, although provision may be adjusted at any point where this is felt to be beneficial. Children are encouraged to contribute to discussions about their learning and support in ways that are appropriate to their age and stage of development.

The effectiveness of SEND provision is monitored at both an individual and whole-school level. Information gathered through assessment, pupil voice, parent feedback, provision reviews and progress meetings informs ongoing school improvement and helps ensure that support remains responsive, inclusive and evidence-informed.

We recognise that SEND is not a fixed characteristic and that levels of support may change over time. Some children may require additional provision for a relatively short period, whilst others may need longer-term support. Decisions about the level of provision required are always based upon a careful understanding of a child's current needs, strengths and outcomes rather than the presence of a particular diagnosis or label.

Where evidence demonstrates that a child is able to access learning successfully, participate fully in school life and make sustained progress through high-quality classroom provision alone, it may be appropriate to consider whether SEND Support is still required. Any decision to remove a child from the school's SEND Register will be made collaboratively with parents and carers and will be based upon a thorough review of needs and provision.

Removal from the SEND Register does not mean that a child no longer has areas of need, nor does it prevent support from being provided in the future. Rather, it reflects that, at that point in time, the child's needs can be effectively met through the ordinarily available provision within the classroom. Following removal from the register, the child's progress and wellbeing will continue to be monitored carefully and support will be reinstated if required.

For pupils with an Education, Health and Care Plan (EHCP), progress towards outcomes and the effectiveness of provision will be reviewed through the statutory Annual Review process, involving the child, family, school staff and relevant professionals. These reviews provide an opportunity to consider the child's

achievements, aspirations and next steps, ensuring that provision continues to support positive outcomes and preparation for adulthood.

Ultimately, our aim is for every child to develop confidence, independence, a sense of belonging and the skills they need to thrive. Monitoring and review processes are therefore focused not simply on measuring attainment, but on ensuring that children experience success, are included within school life and are supported to achieve their full potential. We recognise that preparation for adulthood begins in the earliest years of education and includes developing independence, communication, self-advocacy, resilience, relationships and participation in the wider community.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

We recognise that medical needs and SEND can often overlap and that children with medical conditions require thoughtful, coordinated support in order to access education successfully.

Our approach focuses on enabling participation, promoting independence and ensuring that children feel safe and included. We work closely with families and health professionals to understand individual needs and to ensure that appropriate plans and arrangements are in place.

TRANSITION ARRANGEMENTS

We recognise that successful transition is not only about preparing for a new environment but also about ensuring that children continue to feel a sense of safety, belonging and connection.

We understand that periods of transition can be both exciting and challenging for children and families. Careful planning and preparation can help to reduce anxiety and support successful transition experiences.

We work closely with families, previous settings and future providers to develop a detailed understanding of each child's strengths, needs and support strategies. Additional transition arrangements are considered where appropriate and are tailored to individual needs.

Our aim is that every child approaches transition feeling confident, prepared and supported.

TRAINING AND RESOURCES

Inclusive practice depends upon knowledgeable, skilled and reflective staff. We are committed to continual professional development and recognise that developing expertise in SEND benefits all pupils.

Training is informed by the needs of our pupils and may include areas such as adaptive teaching, neurodiversity, communication needs, emotional wellbeing, trauma-informed practice and sensory differences.

By investing in staff development, we aim to create a workforce that is confident in understanding individual differences and skilled in creating learning environments where all children can thrive.

SEN INFORMATION

Information relating to SEND and Accessibility can be accessed via the school's website.

All information can be provided in hard copy upon request. The SENCO can take time to share and explain the information face to face if preferred.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. We encourage all our parents to first approach their child's teacher as their first point of contact. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.