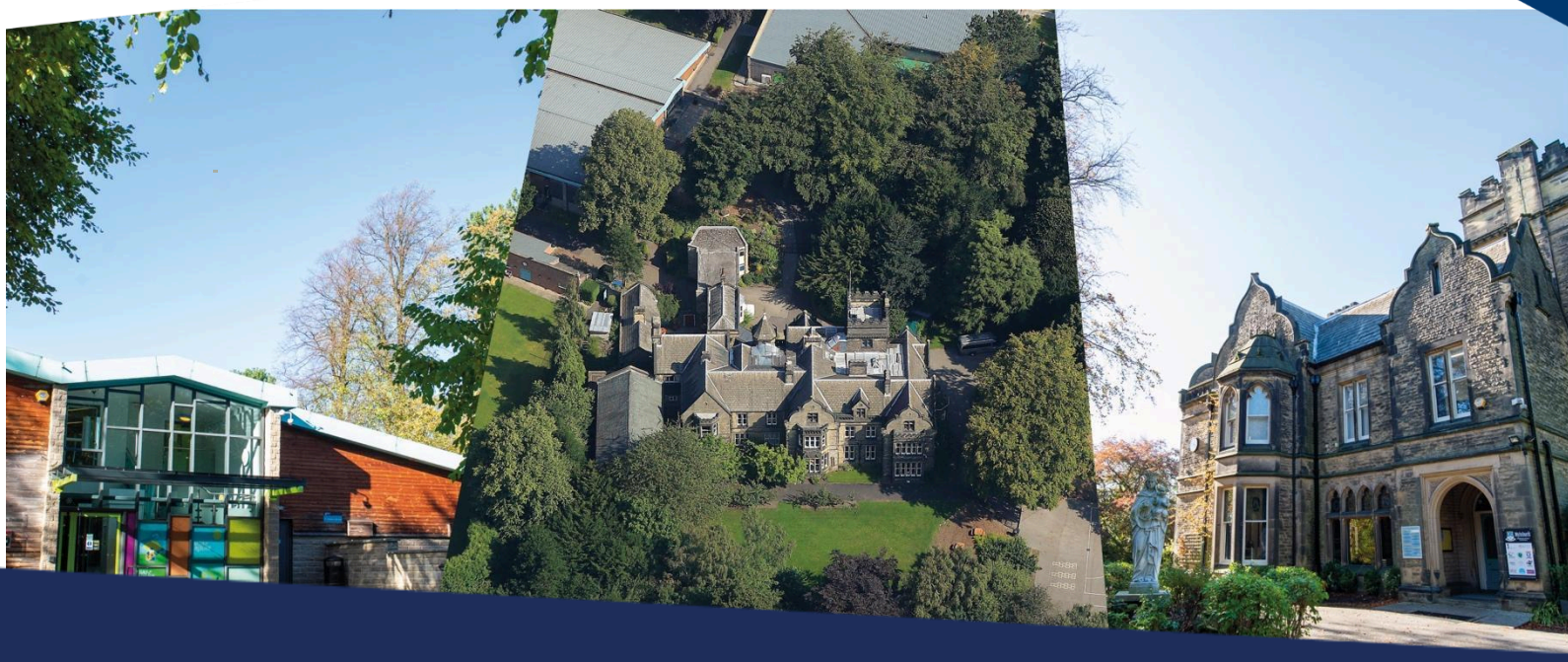
Mylnhurst
Preparatory School and Nursery

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Policy Document

Mylnhurst School & EYFS

SEND and Inclusion Policy

Publication Date: September 2025

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Mylnhurst
Preparatory School and Nursery

Mylnhurst
Campus Group

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1. Aims

This policy aims to:

- Set out how our school makes provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of all of those involved in providing for children with SEND
- Raise the aspirations and expectations of all children with SEND
- To focus on outcomes for children and not just hours of provision or support
- To ascertain a child's strengths and weaknesses and remove barriers to learning.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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 coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND 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 the 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

There are four main categories of need that are considered to be SEND:

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

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.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Catherine Madin (cmadin@mylnhurst.co.uk)

She will:

- Work with the headteacher and SEN 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 coordination 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 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 Loretta Giaimo-Cossar

She 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 SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND and Inclusion policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Classroom and subject teachers are at the heart of the SEN Support system. They drive the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCo and specialist staff.

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 SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND and Inclusion policy

4.5 Teaching Assistants

Teaching Assistants (TAs) are part of the whole school approach to SEND, working in partnership with the classroom/subject teacher and the SENCo to deliver pupil progress and narrow gaps in performance.

The school decides how they deploy TAs depending on their level of experience and qualifications. The support they give is focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents in the context of high-quality teaching overall.

TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

5. The types of SEND catered for

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), low self-esteem
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, dysgraphia
- Moderate/severe/profound and multiple learning difficulties

6. Identifying pupils with SEND and assessing their needs

Early identification of SEND ensures that pupils have the greatest opportunity to succeed. To achieve this, at Mylnhurst we:

- Consider the needs of the whole child, not just the SEND needs
- Use formative assessment and summative assessment data to identify pupils who may need additional support
- Hold termly Pupil Progress meetings, involving the Deputy Head, SENCo and class teachers, to closely monitor progress and identify pupils' needs
- Conduct termly meetings between the SENCo and class teachers to review the SEND register, identify barriers to learning and discuss pupils who may benefit from interventions

Through these processes, class teachers identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Teachers or parents can complete an Initial Concern Form at any time if they are concerned about a child's progress. This is given to the SENCo, who will meet with the teacher to discuss the needs of the child and support with further assessment.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.
We will formally notify parents when it is decided that a pupil will receive SEN support.

8. 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 SENCo 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 or 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 and amend the support received accordingly.

9. Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes – including from the nursery – as smooth as possible. This may include, for example, additional meetings for the parents and child with the new teacher, additional visits to the classroom environment in order to identify where the toilets and pegs are etc. or opportunities to take photographs of key people and places in order to make a transition booklet. Enhanced transition arrangements are tailored to meet individual needs.

For pupils due to move to secondary school, the secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews, e.g. extra visits, travel training etc.

10. Our approach to teaching pupils with SEND –

Teachers are responsible and accountable for the progress and development of all the pupils in their class. In the first instance, pupils with SEN are catered for through quality first teaching, provided by their class and specialist teachers.

The SENCo will monitor that quality first teaching, differentiated for the individual pupil, is in place. Training is provided for all teaching staff to ensure they can deliver quality first teaching.

Where a period of differentiated support has not resulted in the pupil making adequate progress or where the nature of the pupil's needs are unlikely to be met by such an approach, the pupil may receive additional support from the SENCo. The SENCo can undertake a range of standardised tests with children to add to and inform teachers' own understanding and assessments of a child.
Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Where appropriate, the pupil will be given additional support by the SEND teachers and, with permission of parents / carers, the SENCo will refer the pupil to appropriate outside agencies if required.

10.1 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as Chromebooks, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

10.2 Additional support for learning

Once a child has been identified as having a special educational need, the SENCo will organise and coordinate a meeting. Parents will be invited to this meeting in order to formally let them know that their child is being placed on the SEND register, to discuss any assessments that have been completed and to agree a plan and provision for the future.

A Learning Support Parents' Evening will be held for all children on the SEND register at the end of each term. This is an opportunity for the class teacher, the SEN teacher, the SENCo and the parents/carers to discuss the progress and needs of individual children and to set new shared targets for ISPs (Individual Support Profiles). Prior to this meeting the teachers will talk to the pupils about their own views of their needs and achievements and these views will be shared using a Pupil Passport.

In cases where a child's needs are complex or more than one outside agency is called upon to help support the child and offer advice on interventions, a My Plan may be used to formalise this support or multi professional approach. Once a My Plan is set up, all professionals working with a child will be encouraged to attend a termly review to jointly monitor progress and to revise targets in order for set outcomes to be achieved.

This intervention programme for SEND children follows the Assess, Plan, Do, Review system set out in the Code of Practice 2014. There is a core expectation that the class teacher holds the responsibility for evidencing progress.

Where pupils are identified as having SEND, provision may be made in a variety of ways, such as

- In class support for a small group with the teacher or TA
- Small group withdrawal with a TA or a SEN teacher
- 1:1 support with a TA or a SEN teacher
- A specific programme of intervention
- Provision of alternative learning materials/equipment (eg. Numicon)
- Support from external agencies

Programmes of intervention we provide include:

- DILP
- The narrative intervention programme
- The vocabulary improvement programme
- Clever Fingers
- Nessy Fingers
- Nurture Group
- Lego therapy
- Touch typing
- Sensory circuits

10.3 Educational Health Care Plans (EHCPs)

If children fail to make progress, in spite of high quality and targeted support, we may apply for the child to be assessed for an EHC Plan. An EHC Plan brings together a child's health and social care needs, as well as their special educational provision. Generally we apply for a plan if the child is 'Looked After' and therefore additionally vulnerable, the child has a disability which is lifelong and which means that they will always need support to learn effectively or if we think it is likely that the child may at some point benefit from special school provision.

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce an EHC Plan which will record the decisions made at the meeting.

If the family wishes for their child to remain at Mylnhurst for their primary education, parents will be asked to name Mylnhurst as their chosen school on the plan. Regarding funding for the provision required by the EHC plan, should the Local Authority only be prepared to pay element 3 of the

funding (top-up funding), parents may be required to pay element 2. Further details of this will be made available by the SENCo as required.

11. Expertise and training of staff

All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils. The SENCo ensures staff are up to date with current initiatives through staff meetings, such as supporting children with ADHD and Zones of Regulation.

The SENCo attends the Local Authority's meetings in order to keep up to date with Local and National updates in SEND.

12. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a predetermined number of weeks, depending on the intervention and targets
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

At Mylnhurst, there are no barriers to pupils with SEND enjoying the same activities as other pupils in your school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and afterschool clubs. All pupils are encouraged to go on our curriculum trips and visits, including residential trips. All pupils are encouraged to take part in Sports Day, Mylnhurst's Got Talent, the Mylnhurst Mile, special workshops, plays and productions. Where required, additional provision or support may be given in order to enable a pupil to take part and feel successful.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. The school's Accessibility Plan is available from the office upon request.

14. Support for improving emotional and social development

The 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.

Behaviour is not classified as a SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. Following these assessments, advice from MAST (the Multi-Agency Support Team) or Ryegate may be sought. Support from our in-school counsellor may also be drawn upon. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Centre).

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and if there is a cause, work with both the bully and the victim to improve their social skills. A nurture group runs within school to support children's social and emotional understanding, where required.

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

- Pupils with SEN are encouraged to be part of the School Council
- Our counsellor is available to all pupils
- Teachers and teaching assistants are made aware of any pupils requiring support socially so that they can monitor and help them as required when on duty or around school
- Our PSHE curriculum and use of the Zones of Regulation supports pupils to be emotionally literate, able to identify their own feelings and those of others

We have a zero tolerance approach to bullying.

15. Working with other agencies

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Where appropriate the pupil will be given additional support by the SEND teachers and with permission of parents / carers, the SENCo will refer the pupil to appropriate outside agencies if required.

Examples of outside agencies we access include:

- Early Years Inclusion Team / Learning Support service
- Educational Psychology service assessment (this will be sought on a private basis and will cost in the region of £750. (Half of this cost will be met by the school)
- Speech and language Therapy
- Multi Agency Support Team (MAST)
- Children and Adults Mental Health Services (CAMHS)
- Ryegate Children's Hospital
- Occupational Therapy
- Fusion

Should parents seek additional help with their child's wellbeing and we do not feel fully qualified to meet the child's emotional needs at school, we may recommend approaching private wellbeing therapy from resources such as The Apple Tree Centre.

16. Complaints about SEND provision

If a parent/carer wishes to complain about the provision for their child, they should, in the first instance, raise it with the class teacher and/or the SENCo. If the issue cannot be resolved, the parent/carer can submit a formal complaint to the headteacher, who will respond promptly, in-line with our school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17. Contact details of support services for parents of pupils with SEND

Parents are encouraged to contact the SENCo (cmadin@mylnhurst.co.uk) if they would like advice regarding external support services that may be appropriate to support their child's needs.

18. Contact details for raising concerns

If parents are concerned about their child's progress academically or socially, they should contact the child's class teacher by calling the school and arranging a meeting or emailing the teacher directly.

School Secretary: 0114 2361411

Class	Name	Email
Nursery	Miss Valerie Clarke	vclarke@mylnhurst.co.uk
Reception	Miss Evie O'Dwyer	eodwyer@mylnhurst.co.uk
Prep 1	Miss Clare Kenny	ckenny@mylnhurst.co.uk
Prep 2	Mrs White	kwhite@mylnhurst.co.uk
Prep 3	Miss Kathryn Coppard	kcoppard@mylnhurst.co.uk
Prep 4	Miss Jessica Bird	jbird@mylnhurst.co.uk
Prep 5	Mrs N Baynes	nbaynes@mylnhurst.co.uk

Prep 6	Miss Francesca Bray	fbray@mylnhurst.co.uk

19. Monitoring arrangements

This policy and information report will be reviewed by the headteacher **every year**. It will also be updated if any changes to the information are made during the year.
It will be approved by the governing board.

20. Links with other policies and documents

This policy links to a number of the school's other policies, including but not limited to:

- Accessibility plan
- Behaviour Policy
- First Aid Policy
- Safeguarding and Child Protection Policy