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## **Mill Hill Primary School Special Educational Needs and Disabilities (SEND) and Inclusion Policy 2025/2026**

<b>Person Responsible:</b>	L Button SENDCO
<b>Updated:</b>	March 2025
<b>Approved by:</b>	Trust Board – 12 December 2024
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This policy sets out how schools within Arété Learning Trust (ALT) will work to ensure that all learners with SEND are provided with the best possible education to enable them to succeed and thrive.

The named person for implementing this policy at Mill Hill Primary School is Lynsey Button

## Related Documents

- Equality Statement
- SEND Information Report
- Supporting Students with Medical Needs Policy
- Attendance Policy
- Behaviour Policy

## Academic Year 2024-2025

Key Contacts:

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SENDCo	Lynsey Button
Deputy SENDCo	Ktima Robson
School Improvement Lead	Gabi Ireland
Lead for Inclusion	Katherine Lawson
Link to SEND Information Report	<a href="https://millhill.n-yorks.sch.uk/wp-content/uploads/2025/01/SEND-information-report.pdf">https://millhill.n-yorks.sch.uk/wp-content/uploads/2025/01/SEND-information-report.pdf</a>
Link to Local Offer	<a href="https://www.northyorks.gov.uk/children-and-families/send-local-offer/about-north-yorkshire-send-local-offer">https://www.northyorks.gov.uk/children-and-families/send-local-offer/about-north-yorkshire-send-local-offer</a>

## 1. Introduction and Purpose

1.1. This policy sets out our vision and principles for children and young people with SEND and our expectations for all of our schools across the Trust. The offer in our curriculum and wider activities within each of our school can be found in the SEND Information Reports which are published on our school websites.

1.2. These expectations will ensure we are compliant with both the requirements and the ethos of the SEND reforms and serve to improve outcomes for all learners. This policy makes reference to the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014).

1.3. Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve, and participate fully in the life of the school. Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners

necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.

1.4. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.

1.5. All schools in England must have regard to the Code of Practice (2014) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN (Special Educational Needs) or disabilities in light of the guidance set out.

1.6. Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

1.7. The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all learners." Teachers must "have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

## 2. Scope

2.1. This policy applies to all education staff, as well as professional services staff when considering reasonable adjustments, funding, and provision for learners with SEND.

## 3. Legislation and Regulation

3.1 This policy is compliant with the following legislation and regulation:

- The Special Educational Needs and Disability Code of Practice 2015
- The Equality Act 2010
- The Children and Families Act 2014, Part 33
- The Special Educational Needs and Disability Regulations 2014

3.2 Admissions:

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to Mill Hill Primary School and would like more information you can contact our admin team [millhill@arete.uk](mailto:millhill@arete.uk) at Mill Hill Primary School. Neither a child's ability, learning need or disability feature in the admission process unless the child has an Educational Health and Care Plan (EHCP), and the school has been named on the plan. If your child has special educational needs you may wish to contact Lynsey Button, SENDCo [lbutton@millhill-alt.uk](mailto:lbutton@millhill-alt.uk) to discuss how the school could meet your child's needs.

3.3 Accessibility Statutory Responsibilities

The SEN and Disability Act 2001 placed a duty on all schools and LAs to plan to increase the accessibility of schools for students with disabilities and to implement their plans. Schools are required to produce

accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided and
- Improving the availability of accessible information to students with disabilities and their families

## 4. Definitions within this Policy

4.1 The Trust means Arete Learning Trust

4.2 School means a school within Arete Learning Trust

4.3 Headteacher means the headteacher, executive headteacher or head of the school

4.4 CEO (Chief Executive Officer) means the executive officer of Arete Learning Trust

### 4.5 Definition of SEND (Special Educational Needs and Disabilities)

4.5.1. There is a clear distinction between 'underachievement,' often caused by a poor early experience of learning, and 'special educational needs'. Some learners may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these learners 'catch up'.

4.5.2. 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 them.

A child having a disability does not automatically mean they have special educational needs. The SEND Code of Practice, 2014, outlines 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation.

4.5.3. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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 or mainstream post-16 institutions.

4.5.4. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years' settings

### 4.6 Definition of Disability

4.6.1. Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, or epilepsy. A long-term health condition does not automatically mean that a student will be placed on the SEND register.

4.6.2. The Equality Act requires early years' providers, academies, schools, colleges, other educational settings, and local authorities to:

- Not directly or indirectly discriminate against, harass, or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory.'

## 5. Learners of SEND

5.1 The Code of Practice (2014, updated May 2015) makes clear the four broad areas of Special Education Need, these are:

Communication and Interaction

Cognition and Learning

Social, emotional, and mental health difficulties

Sensory and/or physical needs

5.2 In line with the Code of Practice, all schools follow the graduated approach to a learners' special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes." This is referred to as Assess, Plan, Do, Review (APDR)

5.3 The Responsibility and leadership of SEND is well evidenced when there is a clear strategic approach to SEND provision across the school, with key personnel identified and recognised, and where continuing professional development (CPD) and performance management are successful in improving outcomes for learners with SEND.

5.4 Enjoyment and innovation for learners with SEND is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all and a belief that learning is without limits.

5.5 The aspirations and development of learners with SEND is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well-prepared for the next stages of their educational journey.

5.6 Collaboration and inclusion is well evidenced when the provision for learners with SEND is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which is different from and/or additional to that already offered and which secures effective partnership working for all involved – including parents / carers.

5.7 Honesty and integrity is well evidenced in the appropriate and early identification of learners' needs; where the SEND register is an accurate and regularly updated 'live document' and where specialist support is available 'at the right time'.

## 6. Children with health needs who cannot attend School

6.1 Arete Learning Trust aims to ensure that all children who are unable to attend the school due to medical needs (which have been identified at a level as required by the school's local authority) and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows. The Trust aims to enable them to reach their full potential.

6.2 Due to the nature of their health needs, some children may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, students should receive their education within their school and the aim of the provision will be to reintegrate students back into the school as soon as they are well enough.

6.3 We understand that we have a continuing role in a student's education whilst they are not in the school and will work with local authorities, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

6.4 Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. The Headteacher will delegate the responsibility for making and monitoring these arrangements to a suitable member of the school staff team.

6.5 A meeting will be held with parents/carers to discuss arrangements for working from home or hospital. A modified curriculum plan (MCP) will be drawn up detailing agreed actions (with a clear timeline) from the discussion, the plan will be signed by the school and parents/carers. The plan will then be carried out and reviewed regularly to deliver education to the child. The attendance team will conduct home visits throughout as agreed on the MCP. This will always be completed with the full support of medical professionals.

6.6 Arrangements could include sending work home or attending a hospital school. Liaison between educational professionals will ensure appropriate work is set and progress can be made. This is specifically for students with health needs which are being managed by medical professionals and includes hospital schooling.

6.7 The student will be slowly integrated back into the school with alternative arrangements following the advice of the health professionals.

6.8 We will work in partnership with the Local Authority, health services and other organisations to maintain links to support the child to ensure they have access to the appropriate education provision.

## 7. Policy Statement

7.1 Arete Learning Trust's core values are at the heart of all we do, and this policy strongly advocates:

- Health, happiness and wellbeing
- A safe, disciplined and supportive environment
- A love of learning through a passionate and committed approach
- High standards and expectations
- Integrity, kindness and good manners
- Respect for individuality and difference
- Collaborative working to secure excellence

#### 7.2 We will ensure that:

- All schools have regard for the voice of the child or young person with SEND as well as those of the parent or carer, and take into account their feelings, wishes and views.
- Schools will work closely with local authorities including the local authority in which the school is located, and the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.
- All schools have procedures and professionals in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice.

#### 7.3 Support for our Schools

7.3.1 The Trust Inclusion Team (Katherine Lawson and Carolyn Williams) will ensure that the strategic direction of SEND is followed across all of the schools as well as developing and sustaining effective systems and structures to maximise outcomes for learners with SEND. This will include training for all staff and direct support for SENDCos, deputy SENDCos and teaching assistants.

7.3.2 The School Improvement Lead will work with the Lead for Inclusion, Specialist Practitioners, The Lead for Safeguarding, Headteacher and SENDCos to ensure support and training are of the same high standard across schools and share specialist expertise where appropriate.

#### 7.3.3 The services offered to schools may include:

- Training for staff and parents via YES@Areté Learning Trust
- Access to online resources for parents and staff through [www.yesataretelearningtrust.net](http://www.yesataretelearningtrust.net)
- Training for senior leaders;
- Training, guidance, coaching and mentoring for SENDCos;
- SEND reviews;
- Educational Psychology support using an 'Adults First Approach'
- Support from a Specialist Neurodiversity Practitioner linked to sensory audits and individual sensory screening.
- Support in identification and intervention;
- Specialist assessment;
- Legal advice;
- Whole staff training and conferences;
- SEND audits and reviews of provision;
- Brokering of support services within regions;
- Pre-Ofsted or JCQ inspection preparation;
- Trust SENDCo meetings to inform and share best practice;
- Parent consultation groups.
- Support with the development of intervention and reviewing intervention impact
- Support with developing inclusive extracurricular activities 'Activities for All'
- Support schools in engaging with colleagues from local universities so that research informs practice.
- Support from NYC SEND Hub and their services



#### 7.4 Education and Health

7.4.1 All schools must work jointly with education and health care professionals and agencies to secure the best possible outcomes for the children and young people in their setting. Schools will work with local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services might include speech and language therapy, physiotherapy, occupational therapy, educational psychology assessment, mental health services, and other health and social care professionals.

7.4.2 All schools will make reasonable adjustments for disabled children and young people and will make arrangements to support those with medical conditions.

7.4.3 Each Arete Learning Trust school will cooperate with the relevant Local Authority in developing and reviewing its local offer.

#### 7.5 What our schools will do

7.5.1 Schools will designate a qualified teacher to be responsible for coordinating SEND provision (the designated SENDCo) who will have completed the National Award in Special Educational Needs Coordination within three years of taking up the position or be enrolled on the NPQ SEND (September 2024 onwards). The trust recognises the time needed to fulfil this role and will ensure that staff have protected time away from other responsibilities and duties. SENCOs appointed before 1<sup>st</sup> September 2009 are not required to take the NPQ but will be expected to ensure compliance with the legislation.

7.5.2 Schools, where appropriate, will designate an appropriate professional to support the SENDCo (Deputy SENDCo) and if a qualified teacher, will have the opportunity to complete the NPQ SEND course.

7.5.3 Schools will prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE (Department for Education) SEND Code of Practice and publish their Information Reports on their website. This report will set out the details regarding the implementation of the Arete Learning Trust SEND and Learning Policy. This will be reviewed and updated every September to coincide with the start of the academic year.

7.5.4 Schools will ensure that all teachers accept that SEND is their responsibility and in particular that class and subject teachers take full responsibility for the progress of the children and young people with SEND whom they teach.

7.5.5 Schools will ensure that learners with SEND acquire the knowledge and cultural capital they need to succeed in life. They will have the same opportunity to partake in all areas of school life. Reasonable adjustments, where possible, must be made to ensure equal opportunity to participate.

7.5.6 Schools will ensure there is high ambition for learners with SEND and ensure they are not provided with a reduced curriculum. It will be broad and balanced and support progression to the next phase of education.

7.5.7 Schools will employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers. This could lead to learners being placed on 'SEND support'

7.5.8 As part of the screening process, schools will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

7.5.9 In their settings, schools will ensure that children and young people with SEND engage in all activities (including extracurricular activities) alongside those who do not have SEND unless a particular provision or arrangement is agreed with the parents or carers, and the child or young person.

7.5.10 Class and subject teachers, supported by the SENDCo, Deputy SENDCo and Senior Leadership Team, will make regular assessments of the progress for all learners and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.

7.5.11 Schools will inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes. For all children and young people on 'SEND Support,' schools will make arrangements for an appropriate member of staff, with input from the SENDCo or Deputy SENDCo as appropriate, to meet with the parents or carers at least three times a year to review progress and support. This may be face to face or virtual.

7.5.12 Schools will ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice, see Appendix 1) is in place for all young people on 'SEND Support'.

7.5.13 For a very few children more help will be needed than is normally available through the school's own resources. School, parents and other agencies may decide that it is necessary to request that the local authority review the case. This may result in an Education Health and Care Plan(EHCP).

7.5.14 Schools will do everything they can to meet the needs of young people with SEND including delivering the elements of an EHCP (Education, Health, and Care Plan). If a student with an EHCP is not making appropriate progress or there are concerns about behaviour and/ or attendance the school will liaise with the local authority (who are ultimately responsible for the EHCP) to review and develop provision.

7.5.15 Schools will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs (Education, Health, and Care Plan), so that they are conducted within the statutory timeframes and so that they take into account the views of the child or young person and those of the parent or carer.

## 8. Training

8.1 Schools will ensure training is provided to all staff on identifying special educational needs. They will learn about and develop best practice in supporting learners with SEND both inside and outside of the classroom. The collaboration within and across our Arete Learning Trust Schools will support the sharing of best practice for SEND.

8.2 Arete Learning Trust will provide training for SEND staff to ensure they are skilled in completing evidence-based interventions both in small groups and one to one where applicable. Where possible, this will also include the sharing of best practice from local Arete Learning Trust schools.

## **9. Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG)**

9.1 The term EAL learner is often used interchangeably with 'bilingual learner' (DfES 2007); the government definition of a bilingual learner is that it refers to 'all learners who use or have access to more than one language at home or at the school– it does not necessarily imply full fluency in both or all languages. (DfES 2003)

9.2 To ensure equity of learning for our EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. "EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs."

9.3 English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities must be provided for children who are learning English as an Additional Language as part of Arété Learning Trust's provision for vulnerable learners; this may be underpinned by the approaches highlighted for the disadvantaged and more-able, where appropriate.

9.4 The Office of National Statistics (2003) states that 'in British government research, minority ethnic groups are differentiated based on a combination of categories including 'race', skin colour, national and regional origins and language...this is based on the assumption of an 'ethnic majority' that is white, of British origin, and English-speaking'.

9.5 The headteacher will identify an appropriate member of school staff to be responsible for and strategically lead provision and staff CPD which improves outcomes for EAL and MEG.

9.6 Enjoyment and innovation for EAL and MEG learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence.

9.7 The aspiration and development of EAL and MEG learners is well evidenced through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners and all languages are equally valued and respected.

9.8 Collaboration and inclusion is well evidenced when the provision for EAL and MEG learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which capitalises on opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents / carers so that they feel confident that their home and community language, and the narratives and culture in which their language is embedded, is respected by the school.

9.9 Honesty and integrity is well evidenced in the appropriate and accurate identification of needs specific to EAL and MEG learners, where an ethos of Respect for All is promoted and a where all languages are equally valued and central to the development of identity and belonging in contemporary British society.

## 10. Responsibilities

The following responsibilities apply in relation to this policy:

- Headteachers are responsible for ensuring an appropriately qualified member of staff is the designated SENDCo within their school, and that each SENDCo is supported by an appropriately qualified Deputy SENDCo (where appropriate).
- Headteachers are responsible for enabling the SENDCo to work strategically within their school to ensure the best possible education for learners with SEND.
- SENDCos are responsible for ensuring the education within the school is compliant with the Arete Learning Trust SEND and Inclusion Policy, as well as supporting parents and carers and the learners in meeting their responsibilities.
- Teachers are responsible for working in line with the DfE Teachers' Standards and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2014.
- Trustees and the Executive Leadership Team have overall responsibility for the implementation and approval of this policy.

All schools are committed to providing:

- High Quality Teaching (HQT) which meets the needs of all learners, and which is appropriately adapted.
- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all learner groups
- Opportunities to extend and challenge all learners, so that they can achieve their potential
- Effective lines of communication between home and the school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

It is best practice, but not a requirement, for all schools to also have the following:

- SEND Action Plan for Improvement
- A coordinated provision map, which identifies additional support / strategies by learners, and which can be filtered according to learner characteristics
- Links to disadvantaged, SEND and more-able learners in the school's EDP

## 11. Monitoring and Compliance

11.1 Headteachers will monitor compliance with this policy within their schools. Through the agreed assurance activities, the Lead for Inclusion and the School Improvement Lead will scrutinise the impact of this policy in supporting SEND learners and in meeting the SEND Code of Practice. The School Improvement Lead will report to the Executive Leadership Team as requested.