



St Mildred's Primary Infant School

SEN & Disability Policy

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Issued on 18th March 2026

This document is a statement of the aims, principles and strategies for children with Special Educational Needs and Disabilities (SEND) at St Mildred's Primary Infant School. It was developed in consultation with parents of children with Special Education Needs and the governing body and is written in line with the requirements of:-

- Children and Families Act 2014
- The SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: the Attendance Policy, the Equality Policy and the Complaints Policy. It will be reviewed annually.

What is Special Educational Needs and/or disability?

The SEND Code of Practice (2014) defines Special Educational Needs as:

xiii. A Child or Young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Xiv. A Child of compulsory school age or a young person who 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What is the Schools approach to teaching pupils with special educational needs?

High quality inclusive teaching for all pupils, differentiated and adapted for individual pupils, is the first step in responding to pupils who may have SEND. Additional support and intervention cannot compensate for a lack of good quality first teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary in line with continuous professional development, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND

most frequently encountered (SEND Code of Practice, 2015,6.37 and Mainstream Core Standards 2020). At St Mildred's Primary Infant School training is regularly provided to members of staff in SEND to ensure the needs of children are met in line with current thinking and best practice.

At St Mildred's Primary Infant School the quality of teaching is judged to be Outstanding in our last Ofsted inspection Ofsted | St Mildred's Primary Infant School

What kinds of SEND are provided for?

At St Mildred's Primary Infant School we make provision for children with special educational needs and/or disability within each of the four categories defined in the SEND Code of Practice (2014)(para 6.27 – 6.35):

- 1, Communication and Interaction
- 2, Cognition and Learning
- 3, Social, Emotional and Mental Health
- 4, Sensory and/or physical

Children with SEND may need extra help due to a range of different needs. The purpose of identifying the area of need/s of the child is not to fit them into a category but rather to consider the child's needs as a whole. This helps ensure the school can plan adequate provision. The categories of need are described as follows:

Communication and Interaction

Children with speech and language and communication needs may have difficulty making sense of language or in communicating their needs and wants to others. Some children may need support developing fluency or forming sounds, words and sentences. They may also have difficulties in social situations as they do not understand the social rules of communication. These needs can change over time and children may have difficulty with one, some or all of the different aspects of speech, language and social communication.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in some, or all areas of the curriculum and may have associated difficulties with mobility and communication. When children have profound and multiple learning difficulties (PMLD), they are likely to have severe and complex learning difficulties as well as a physical and sensory impairment. A child can also have a specific learning difficulty (SpLD) which may affect one area of their learning and encompass a range of conditions, such as dyscalculia, dyslexia and Developmental Coordination Disorder (DCD).

Social, Emotional and Mental Health

Social, emotional and mental health needs can manifest in many different ways and can look different for all children. They could find managing their relationships with other people difficult and may display behaviour that can hinder theirs and others learning that can negatively impact on their health, well-being and their quality of life. Some children may have Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or attachment disorder.

Sensory and/or physical Needs

Children may have a visual or hearing impairment or have a physical need for which they require additional on-going support and equipment to ensure that lessons and learning opportunities are accessible.

It is not uncommon that children who may have SEND, fall into one or more of the above categories.

What Should I do if I think my child may have special educational needs?

If you think that your child has a special educational need please discuss this with the class teacher in the first instance. The school will then start to monitor your child and investigate further if necessary.

How does the school evaluate the effectiveness of its provision for such pupils? What are the schools arrangements for assessing and reviewing the progress of pupils with special educational needs?

St Mildred's provides a graduated response to SEN identification. At St Mildred's, every child has their progress monitored regularly throughout the year and this is discussed in bi termly pupil progress meetings with Senior Leaders, Class Teacher, SENCO and FLO. These seek to identify pupils making less than expected progress given their age and individual circumstances.

Children who are identified in need of SEN Support will have support differentiated appropriately. The features of the provision will be informed by views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. As part of our normal teaching arrangements, all pupils will access some additional catch up, if progress monitoring indicates that this is necessary. Examples of extra provision we put in place to enable children to make expected progress can include

- Speech and Language interventions (Speech and Language Link)
- Social Skills groups
- Sensory Circuits
- Fizzy
- Clever Hands
- Precision Teaching
- Better Reading Partnership
- Rapid/Snappy Phonics
- Switch on Writing
- Pre – teaching of new concepts

We also use a range of assessments with all the pupils at various points including Speech and Language Link screener for children in Year R and Year 1, the Year 1 phonics screening check and Thrive baseline assessment ([Supporting mental health and behaviour in schools | The Thrive Approach](#))

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their areas of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty, including Language 4 Learning screener and COPS assessments. We have access to a link NHS Speech and Language Therapist.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupils to make progress. These will be shared with parents where appropriate. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. At this point we will have identified that the pupil has a special educational need because the school is making provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not continue to be identified as having special educational needs. When any identification of SEN is changed, parents will be notified.

The school cannot offer diagnoses, however, we can make referrals to outside agencies, in collaboration with parents or carers and their consent. For higher levels of need we are able to draw on more specialised assessments from external agencies and professionals such as NHS Therapy services (Speech and Language, Occupational Therapy), a paediatrician or other professionals. This support can be discussed with other professionals as part of the Communities of Schools group.

If the child requires specialised SEND support that is additional and above what the school usually provides, the child may be placed on the SEND register. When this happens the school will take action to remove barriers to learning and put effective SEND provision in place.

What is an Educational Health and Care Plan?

The Education and Health Care Plan is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.

Children with an EHCP will usually be entitled to extra support in school and will have outside agencies involved in their support, such as physiotherapists, behavioural experts or sensory impairment teachers.

If a statutory assessment request is accepted by the Local Authority (LA) and following assessment an EHCP has been agreed, the school will fully support parents during the application process and in meeting the statutory requirements of the EHCP once issued.

For pupils with or without an Education and Health Care Plan there will be regular reviews of the provision made for the child which will enable an evaluation of the effectiveness of the special provision. The information obtained as to the effectiveness of the school's Special Educational Needs provision during this review and evaluation process will be reported to the Governing Body annually.

We follow the Mainstream Core Standards ([Special educational needs mainstream core standards](#)) advice developed by Kent County Council to ensure that our teaching conforms to best practice. A guide to this for parents is also available ([Mainstream Core Standards guide for parents](#))

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At St Mildred's Primary Infant School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep our curriculum and learning environment as appropriate as possible for all, the Governors regularly review the school's accessibility planning and ensure that it is up to date.

Additional support for learning that is available to pupils with special educational needs

As part of our budget, we receive 'national SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and designed to meet the child's needs. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs.

If resources go above £6,000, the school can apply to Communities of School group, through Kent's Locality Model for School Inclusion ([Locality Model for School Inclusion - KELSI](#))

How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

Clubs, trips and activities offered to pupils at St Mildred's are available to pupils with special educational needs either with or without an Education Health and care Plan of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. It is also our practice to adapt environment and equipment when and where necessary to ensure equal access and successful participation.

What support is available for improving the emotional and well-being development of pupils with special educational needs?

We are a nurturing School and believe that school is a place where all pupils benefit from an approach that supports children and young people with their specific emotional and mental health needs. Our school's focus is that all learning is understood developmentally by age and stage.

For some pupils, with the most need for help in this area we also can provide the following; referrals to external agencies for counselling. Group THRIVE and play therapy sessions, sensory room and time-out space, Enhanced Provision (Epple Bay space), external referral to NELFT (CAMHS); 1:1 support and reparative work, or group work with school learning mentor THRIVE practitioner or support from school Family Liaison Officer (FLO). Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

What is the name and contact details of the Co-ordinator for SEND?

The Special Educational Needs Co-ordinator at St Mildred's Primary Infant School is Neil Reeves, he is a qualified teacher, trained and experienced in all areas of SEND who prior to joining us worked for 10 years at a SEN school, and also holds the following qualifications: B.A.(Hons) degree, GTP (Graduate Teacher Programme), Postgraduate diploma in Enabling Learning (Part 2, MA) and NASAENDCo (National Award for Special Educational Needs Co-ordination)

Mr Reeves is available on 01843 862035 (Ext 2) or by email at nreeves@st-mildreds.kent.sch.uk

What expertise and training do the staff have at St Mildred's in relation to children with special educational needs and how is specialist expertise secured?

All teachers and teaching assistants have attended a range of SEND training and this training is regularly reviewed and updated. Weekly information/training meetings are ongoing throughout the school year. We have two trained 'Autism champions' who provide training for our staff and parents.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are based under the Professional Resource Group and include Specialist Teacher Learning Service (STLS), Educational Psychology service (KEPS), NHS Speech and Language Therapist, Occupational therapy/Physiotherapy service etc (through NHS Pod [Children's Therapies - The Pod | Kent Community Health NHS Foundation Trust](#)) Sometimes members of staff receive specialist training to ensure provision can be met for our children with specific needs, such as autism, speech and language and communication, and social emotional and mental health needs.

How does a child with Special Educational Needs and/or disability get equipment and facilities to support their need?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the national SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Communication and Assistive Technology team

The arrangements for consulting parents of children with special educational needs about, and involving them in their child's education

All parents of pupils at St Mildred's Primary Infant School are invited to discuss the progress of their children on two occasions a year as part of parent consultation and receive a written report at the end of term 4 and summary achievement at the end of term 6.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, evaluated and shared with parents if support is put in place.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments that will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of personal-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at St Mildred's Primary Infant School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their class teacher, SENCO, Heads of School or Executive Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The governing body have engaged with the following bodies:

- Communities of Schools group
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice

What are the contact details of external support services for the parents of pupils with special educational?

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

Independent Support Kent (IASK)

Tel: 03000 41 3000

Email: iask@kent.gov.uk

Below is a link to SEND information leaflets:

[Leaflets | IASK](#)

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At St Mildred's Primary Infant School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. All vulnerable children will be given a transition booklet or social story to familiarise themselves with their new setting. Visits to pre-school settings and homes are undertaken by the FLO, SENDCo and Foundation Leaders, prior to children starting in Reception. Pupils in Year two are provided with additional opportunities to visit their new settings and work in school on transition. We also contribute information to a pupils' onward destination by providing information to the next setting.

Where is the LA's Local Offer published?

The LA's local offer is published on:

SEND local offer - Kent County Council

Approved by the Governing Body on

Signed Chairman of the Governors

SignedExecutive Headteacher

To be reviewed on ...January 27