

**Special Education Needs
and Disabilities
(SEND)**



Milton C of E
Primary School

2026/ 27

Our School and its Philosophy

We are a Christian school and our values underpin our approach to SEND.

- **Love and Community** – all children and their families should be treated kindly, with dignity and in the ways that we would like to be treated.
- **Curiosity and Wisdom** – when we have difficult decisions to make we should do so using the best available knowledge and expertise we have.
- **Courage and Perseverance** – we should have the courage to keep going when things get difficult and to make decisions, even if unpopular, if those decisions are the right ones for the children of the school.
- **Friendship and Respect** – we put others before ourselves and recognise that we can all get things wrong and make mistakes.

This document in practice will serve multiple purposes. It is a blueprint for school and trust staff in terms of what we need to prepare, but it is also a ‘SEND Information Report’ for parents to use when making decisions about whether to apply for a place at the school.

Legislation, Guidance and Policies

When making decisions about SEND, we do so in the context of a national context that provides legislation and guidance that we follow. The national context is changing rapidly at the moment and the school will adapt its approach as needed within this developing context. The key documents that we must be cognisant of are:

Legislation

- Children's and Families Act (2014)
- Equality Act (2010)

Statutory Guidance

- SEND Code of Practice (2014)
- Keeping Children Safe in Education
- Equalities Act 2010 and schools
- Guidance on Medical Conditions at School (2014)
- Behaviour in Schools (2024)
- Working together to improve school attendance (2024)

Grace Schools Policies

We are part of Grace Schools and several of our Trust's policies are relevant for SEND. All policies can be found here: <https://graceschools.org.uk/about-us/key-information/policies>

- Attendance Policy
- Behaviour Policy
- Exclusions Policy
- First Aid Policy
- Health and Safety Policy
- Intimate Care Policy
- Low-Level Concerns Policy
- Safeguarding and Child Protection Policy
- School Uniform Policy
- Supporting Pupils with Medical Conditions
- Special Educational Needs Policy

Cambridgeshire County Council (CCC)

Local Authorities have a range of statutory responsibilities concerning provision for children with a SEND.

Cambridgeshire County Council sets out what schools should be providing in terms of an “Ordinarily Available Provision” here:

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit>

Accessibility Plan

The school has an Accessibility Plan that outlines how the school will be made accessible to students, families and staff with disabilities.

[Accessibility Plan](#)

Staff

Headteacher

The headteacher has overall strategic responsibility and accountability for the SEND offer in the school, and will directly line manage the SENCO.

SENCO

All schools are required to have a qualified teacher to serve as the school's SENCO. The SENCO has overall operational responsibility for ensuring that school is fulfilling its statutory and moral responsibilities to children in the school with a SEND.

Support Staff

The school employs a number of staff who have specialisms in supporting students with specific SENDs:

- Teaching Assistants – The schools team of Teaching Assistants will provide 1:1 and small-group interventions, as well as support within the classrooms during the school day. Our team are trained in the necessary intervention programmes to deliver

1:1 support in lessons

As a general principle, students do not have 1:1 support in lessons in the school. This can result in students becoming dependent on the adult and not learning the resilience and independence needed for success in their future education and life. Where 1:1 support is specified in an EHCP, the school will seek to ensure the support is provided, assuming the appropriate funding is provided by Cambridgeshire County Council.

Assessment

The “Assess, Plan, Do, Review” cycle is at the core of what the SEND Code of Practice called ‘graduated provision’. In short, the school will ensure that it assesses the needs of children, makes a plan for meeting those needs, puts this into practice and reviews appropriately where these actions are making a difference. In assessing the needs of students, the school will draw on a range of quantitative and qualitative data to assess whether a child needs support that is additional to or different from the universal offer.

Transition

The school admits students with an EHCP where the school has been named by the Local Authority before other students and as part of the consultation process the school will (a) come to understand the needs of the child and (b) communicate clearly whether the school can meet the needs of that student.

Parent and carer input

Parents and carers will have regular opportunities to share with the school concerns they have about their child. These might emerge from working with an external professional (e.g a GP or a Speech and Language Therapist), or might be new behaviours emerging at home. Parents and carers will be supported in identifying and accessing appropriate professional support. Parents and carers know their children best and the presumption for staff should be to take concerns raised seriously. It is also important to help parents access appropriate professional support (e.g. from a GP) rather than rely on hearsay (especially online) for identifying emerging concerns.

Using data

The school will make use of appropriate data to help identify any additional support a child might need. For example, GL Assessments will be conducted each year, and where a child is at risk of not meeting a national standard for literacy or numeracy, an intervention will be put in place. The school will be curious if a child is beginning to accrue large numbers of behavioural sanctions and consider whether these are occurring because of a SEND, or whether they might be explained by other factors.

Teacher identification

Teachers will regularly be asked to identify students who seem to be struggling with the universal offer and this feedback will be used by the SENCO to help identify emerging needs. In due course, this will also be a key component of making exam access arrangements.

Professional input

Where the school feels it is needed, the school may invite appropriate professionals (e.g. an Educational Psychologist) to help the school make appropriate assessments.

Universal Provision

In lessons

All teachers will be trained to use strategies in lessons that have a strong evidence base in supporting children with different needs and disabilities. In almost all cases, the kinds of strategies that support children with SEND also work to the benefit of all children in a class, which is why this is commonly referred to as “quality-first teaching”.

Calm classrooms	Few children flourish in a disruptive environment and the school’s behaviour policy will have very high expectations of classroom behaviour, including no shouting out and no tolerance of children distracting each other.
Limited visual distractions	Classrooms in the school will be nicely decorated and visually appealing, but will be kept tidy and organised, with the front wall of the classroom (where the whiteboard is situated) being utilised for relevant learning information. The learning environments have been designed to reduce sensory stimulation and to maximise the benefit of the information around the classroom to support the learning tasks. Our teaching style combines the use of learning slides, with the key information displayed, along with teachers making more use of “visualisers” and other tools that are more suited to modelling tasks for students.
Clear explanations and modelling	All teachers will use strategies in lessons to provide clear explanations and modelling of tasks (e.g. “I do, We do, You do”) to ensure that students understand what is being asked of them. When students are completing more independent tasks (e.g. completing a set of problems or writing a paragraph) then teachers will circulate the room to identify and where necessary

	intervene if a student has not understood a task.
Regular checks for understanding	All teachers will use strategies in lessons that check for understanding. Teachers will be trained not to rely on traditional approaches such as asking for hands up and selecting one or two students. Instead, teachers will consciously target questions and use tools such as mini-whiteboards to identify how well an idea or task has been understood, and to re-teach where needed.

Outside of lessons

A student experience outside of the classroom is as important for ensuring that the school is an appropriate environment for students with a SEND.

Silent corridors	Noisy and confused corridors are a poor environment for all children, and especially those with some SENDs. Movement in corridors will be conducted in silence and carefully supervised by staff with the consistent message from all staff of ‘walking, not talking’.
Food	Poor diet and not eating are a concern for all children, but are particularly detrimental to students with some SENDs. All children in the school will participate in the development of a half termly seating plan, to establish a seating position along with their chosen friends during lunchtime. This will allow students to sit and eat together, reducing the anxiety around not sitting with their friends. Students will also have 25 minutes to eat their lunch, reducing the desire to eat quickly to head back outside on to the playground and encouraging the social interactions. Where the social challenge of eating together is providing a barrier, then key staff (e.g Mid-Day Supervisors/ Teaching Assistants) will provide the appropriate support.
Bullying	Children with a SEND may be at higher risk of bullying, and any evidence of bullying will be treated seriously.

Exceptions from the universal provision

Universal provision often fails in schools because there is an assumption that large numbers of children are not able to cope with the provision and are therefore withdrawn from wider school life. In the long run, this is likely to be detrimental to students. Similarly, well-meaning teachers might have lower behavioural or academic expectations of a child with a SEND which, in the long-run, mean the teacher acts in a way that does not help the child flourish. This is why exceptions need to put in place only in exceptional circumstances.

To illustrate what we mean with an example, almost all children can sit in a silent classroom when completing a task, provided the teacher has been clear about the expectations. There may however be a student in the class with a condition that includes tics or stimming. In this circumstance, the teacher should ensure the child does not receive behavioural sanctions and that other students in the class are supportive. The school's values of love and community, friendship and respect are particularly important here.

A similar point can be made around school uniform. There may be circumstances in which a student has a medical condition that requires an adaptation in the school uniform or an EHCP might specify that a student needs a uniform adaptation, and in these circumstances the school will make an exception. In other cases, exceptions to school uniform should be minimal and time-limited, with a focus on how to help the child become more comfortable wearing the uniform.

Interventions

As a general principle, the best place for all children will be in lessons learning with their peers. There may however be cases where a SEND requires a child to have an intervention, either 1:1 or in a small group. Where these are put in place, these should be evidence-based, time-limited and have clear goals that will allow the school to decide whether the intervention has been successful. For a student to be withdrawn from a lesson, there will be a clear threshold test of whether the benefit of the intervention outweighs the lost learning time. Where this threshold is not met, then interventions will be provided outside of lesson time.

The following interventions will be ordinarily available in school.

Intervention	Focus	Trained Staff
Phonics	Students who can not fluently decode phonemes will receive additional support through the Sounds Write linguistic phonics programme.	Teacher Teaching Assistants
Numeracy	Can Do Maths “Keep up” and “Catch up” sessions will be implemented to support any pupils who are identified as requiring additional support in their numeracy learning	Teacher Teaching Assistants
ELSA	A programme that helps students with difficulties managing emotions.	Trained Emotional Literacy Support Assistant (ELSA)
Counselling	The school will not have a counsellor but will look to work with external provision where a clear need is identified.	External
Changes to the school day	There are strict rules around adaptations to the school day which the school must adhere to. These cannot be made to support behavioural challenges. Where an adaptation is made, it	Headteacher

	must be agreed with the Local Authority and be time-limited and appropriately reviewed.	
“Soft starts”	Some children benefit from arriving at school a little earlier to ensure they can settle. The school will be able to offer this from the outset, tied to the school’s breakfast club provision.	Headteacher
“Safe spaces”	Social times can be a challenge for children with some SENDs, and so there are dedicated spaces in the school (e.g. the library) where children can go as a safe space. There will also be “Build It Clubs” running throughout the week, which provide a safe space for children to engage in adult supported activities with their peers	SENCo Teaching Assistant Mid-Day Supervisor

Medical Needs

Students who have specific medical needs (e.g. asthma, diabetes, allergies, etc.) will be supported through the school's Medical Needs programme led by the SENCO and Class Teacher.

Training – all staff will receive appropriate training for how to respond to the medical needs of students in the school.

Medications – a suitable space is available in the school for the administration of medications.

Toileting – students who need appropriate toilet facilities will have these available in the school, and any support needed conducted in line with the Trust's Intimate Care Policy.

Trips – an appropriate risk assessment will be in place for all children who go on a school trip and who have a recognised medical need.

The Review Process

Reports and parents evening

All students will have regular reviews of their progress in the school which will be communicated to parents through reports and parents evenings. The model the school intends to adopt for parents evenings will allow a termly meeting between parents and their child's class teacher. Where a child is receiving additional support, the class teacher will know what the support is and how well it is going, but may be supported in the meeting by the SENCO.

SEND Reviews

Where a student is on the SEND register under the SEN-K code (SEN Support) the school will share the students SEN Support Plan each half term. This will provide a clear overview of the support plan that is in place for that student and allow an opportunity to discuss this for parents.

As well as receiving a copy of the SEN Support Plan half termly, a child with an EHCP must have a review at least once during an academic year. These reviews will be co-ordinated by the SENCO and include input from the student, parents, teachers and other professionals where needed.

Student and Family Voice

It is important for the school and families communicate and work together to implement the best possible plan of support.

The school will ensure that children and their families have a clear voice in the review process. If families disagree about the outcomes from a review, then this will be made clear in documents so that there is a clear paper trail for all involved where difficult decisions have had to be made.

Removal from the SEND Register

Where a student no longer needs support that is additional to or different from other children in the school, then the child will be removed from the SEND register.

Staff Training

Staff professional development is built into the fabric of the school with numerous opportunities for staff to ensure they know what they need to know to support children with a SEND.

Specialist training – for those delivering specialist interventions, appropriate training will be provided, with any necessary accreditation completed. The school will aim to have as many staff first-aid trained as possible.

Whole-staff training – all training days for staff will include a focus on SEND. In some cases this will be generic training and (where needed) will include training on supporting a specific student (most likely where that child has a medical condition that all staff need to know how to handle). Weekly staff training and bulletins will include regular updates about SEND.

Teacher observation – all teachers will have regular opportunities to observe each other teach and to offer feedback, with ensuring that children with a SEND are included a regular focus.

Resource base – all staff will have access to a digital resource base that includes information about the SENDs they will typically encounter in the school and the kinds of strategies they can use. Appropriate print resources will also be available in the school library.

Admission arrangements

To apply for a place at Milton Church of England Primary School, please contact the Local Authority using their admissions process.

If your child has an EHCP you can request a school place through the Local Authority using their Statutory Assessment Team (SAT).

[SAT Website](#)

The Local Authority will then consult with the school regarding the schools ability to meet the needs of the child, based on the recommendations and suggestions in the Education Health and Care Plan.

Milton admissions policy;

[Milton Church of England Primary School Admissions policy](#)