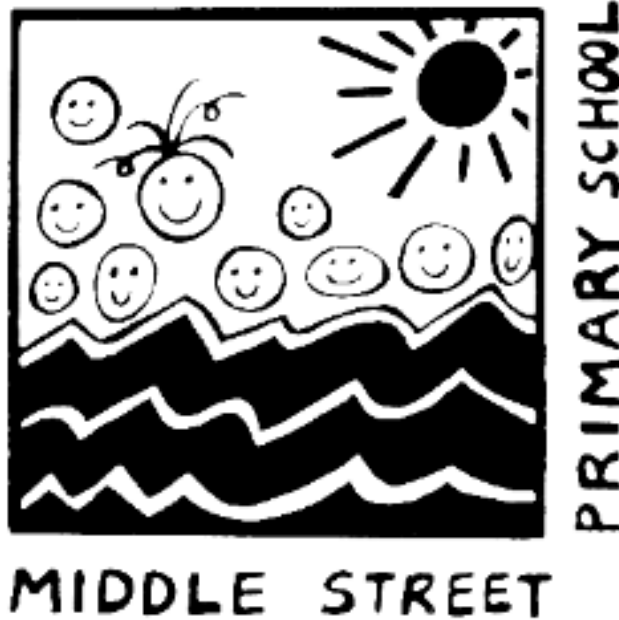




# Special Educational Needs and Disability Policy

Middle Street Primary School  
Middle Street, Brighton BN1 1AL  
Tel: 01273 323184  
[admin@middlestreet.brighton-hove.sch.uk](mailto:admin@middlestreet.brighton-hove.sch.uk)



# Special Educational Needs and Disability Policy

## Our Vision:

Independent, curious, resilient learners  
Creative, inclusive curriculum  
Calm, safe and meaningful culture for learning  
Respectful and positive relationships

## Our Values:

Kindness  
Ambition  
Respect

MIDDLE STREET PRIMARY SCHOOL



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## Special Educational Needs and Disability Policy

**Created by:** Lucy Roberts (SENDCO), in liaison with the SEND Governor, Senior Leadership Team, the school staff and parents of pupils with SEND

Email: [lucyroberts@middlestreet.brighton-hove.sch.uk](mailto:lucyroberts@middlestreet.brighton-hove.sch.uk)

This policy complies with the statutory requirement laid out in the SEND Code of Practice.

### SECTION 1: Middle Street School's Values

#### Who we are

Middle Street is an inclusive school where the happiness, success and safety of children and families is at the core of what we do. Our aim is to be a learning community for all, fostering positive partnerships with parents/carers and the community. We are a vibrant and caring school where children are happy, where diversity is valued and successes are celebrated. All children should be enabled to achieve through dynamic leadership, quality first teaching, excellent provision and support for their individual needs and requirements.

We aim to ensure that our school is a calm, safe, stimulating, vibrant, purposeful, welcoming, fun, accessible and positive learning environment. We believe that all children have a right to an education that meets their needs. We are committed to reducing the barriers to learning for all pupils, not only those identified as having Special Educational Needs and Disability (SEND). We recognise that creating an inclusive school requires time, commitment, support and reflective practice. We also recognise that many children will have additional needs at some point in their school education.

#### Our Equalities Statement

Middle Street Primary School is a learning community for all, where children and adults are valued equally and unconditionally. We will not tolerate and will challenge discrimination on the grounds of gender, race, sexuality, religion, culture, social backgrounds, special educational needs, or disability.

#### Our Safeguarding Children Statement

Middle Street Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



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## SECTION 2: Aims and Objectives

### Aims

We aim to provide every child with equal access to a broad and balanced education, and to enable each individual to reach their full potential through appropriate planning, support, provision and by working closely with children and parents/carers.

### Objectives

- **Early identification and monitoring:** To ensure all children's needs are carefully monitored and additional needs are recognised as early as possible to enable necessary intervention. This will include gathering information from parents, education, health and care services and from Early Years settings.
- **Every teacher is a teacher of SEND:** To ensure a high level of staff expertise to meet individual needs through targeted continuing professional development.
- **All pupils have equal access to the curriculum:** With very few exceptions the needs of the pupils will be met primarily in the mainstream classroom (i.e., alongside their peers in their usual teaching groups) with the addition of some specific withdrawal times set aside for focussed support where necessary. Reasonable adjustments will be made to enable pupils to participate in all class and school activities.
- **Work with Parents and Carers:** To work closely with parents or carers and involve them in all stages of their child's education. This includes supporting them in understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies:** To ensure there is a multi-agency approach to meeting the identified needs of individuals through cooperation and productive partnership with the Local Education Authority and other outside agencies.
- **Pupils contribute to their own learning:** To create a school environment where pupils can voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.

## SECTION 3: Identifying Special Educational Needs Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice states that:  
*"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.*

*A child of compulsory school age has a learning difficulty or disability if he or she:*



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- *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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions*

*A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.*

*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.*

*This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.”*

## Identification of Special Educational Needs

Children’s additional needs may be identified prior to admission and some children will arrive at the school with their support requirements already identified. All children’s needs are regularly monitored and assessed as additional needs can emerge at any stage of children’s schooling. Class teachers meet the Assessment Coordinator and Special Educational Needs Coordinator (SENDCo) each term to discuss the progress of every child’s learning. Children who are working below age expected level or who are not making the expected progress are identified and strategies and actions are planned. Any barriers to learning are taken into account, including children’s pastoral or physical needs.

Middle Street has an ‘open door’ policy and parents/carers are welcome to meet with the class teacher or SENDCo at any point in the year to discuss concerns or progress. All concerns are taken seriously and are always discussed with the child’s parents/carers.

Permission from a parent/carer is obtained before involving any outside agency. At early stages of concern, the emphasis is on careful observation and assessment with accurate record keeping.

In addition, all children’s needs are monitored and assessed throughout their schooling and the SENDCo regularly examines these assessments. This ensures that any child who develops a need later in their schooling will not be overlooked and also provides a format for monitoring progress of all children. Information is also used by the SENDCo to track progress as well as to identify trends of need.



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We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional Health**
- **Sensory/Physical**

## **SECTION 4: A Graduated Approach to SEN Support**

The SEND Code of Practice that accompanies Part 3 of The Children and Families Act 2014 states: 'all children and young people are entitled to an education that enables them to make progress so that they:

- **Achieve their best**
- **Become confident individuals living fulfilled lives**
- **Make a successful transition into adulthood, whether into employment, further or higher education or training**

Middle Street School is committed to providing a broad and balanced and inclusive curriculum for all pupils, where the needs of the majority of pupils will be met through high quality teaching.

In order to do this, we:

- **Set suitable learning challenges**
- **Respond to pupils' diverse learning needs**
- **Overcome potential barriers to learning and assessment for individuals and groups of pupils.**

Once a child is identified as having SEND, the teacher will take steps to provide differentiated learning opportunities that will aid progression. The SENDCo will be consulted as needed to support and advise and may wish to observe the child in class. If following a suitably differentiated curriculum is not sufficient to accelerate progress, this may indicate that the child requires further *SEND support*.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and their child will be added to the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and remove barriers to learning.

The support provided consists of a four-part process indicated below:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## Assess

The teacher and SENDCo will use assessments, observations, details of previous progress and attainment and pupil and parent/carer views to analyse the child's needs. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

## Plan

Additional provision will be planned to meet the needs identified. Provision will be recorded on an 'Learning Plan' which will be shared with the parents/carers termly. Intervention will be reviewed. Timings of provision will be carefully planned to ensure optimum inclusion in class. Where a child has a number of differing needs, provision will be prioritised to avoid them being withdrawn too much from their whole class learning. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## Do

The class teacher remains responsible and accountable for every child's progress and is responsible for ensuring the interventions are delivered and monitored in line with the provision plan. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.



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## Review

Pupil progress through the planned intervention will be reviewed in line with the agreed time frame. The review process will evaluate the impact and quality of the support and interventions. Further review will take place at termly pupil progress meeting. The class teacher, SLT members and SENDCo will revise the support depending on pupil progress and development.

## SECTION 5: Managing Pupils Needs on the SEND Register

The progress of every child is monitored termly for Reading, Writing and Numeracy. In addition to this, progress of individuals receiving SEND support is monitored through targeted interventions. Different interventions use specific forms of assessment to track progress. Most interventions have an entry and exit level assessment to monitor the relevant progress against the desired outcome within the agreed time frame. The impact the intervention has on learning across the curriculum is tracked both during and after the intervention has been delivered.

The SENDCo has regular discussions with class teachers and specialist support staff in school and from outside agencies, to plan and monitor interventions.

In some cases, the intervention delivered is sufficient to accelerate the child's learning and remove key barriers. If this is the case, it may be decided this child no longer needs SEND support, but they will continue to be closely monitored and provided with an appropriately differentiated curriculum.

If a child continues to experience difficulties following targeted intervention, further advice may be sought from external agencies such as the Literacy Support Service, the Educational Psychologist or Speech and Language Support Service.

If a pupil has lifelong or significant difficulties, they may undergo a **Statutory Assessment**, which is usually requested by the school, but can also be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an **Education, Health and Care Assessment (EHCNA)** will be taken at a progress review involving parents/carers, SENDCo and the class teacher and other agencies involved with the child. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- SENDCo
- Social Care
- Education professionals
- Health professionals



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Information is gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set, form the basis of the profile. A decision is then made by a group of people from Education, Health, and Social Care about whether the pupil is eligible for an EHC Plan (EHCP). Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Brighton and Hove City Council if it is decided that the needs of an individual are not being met by the support that is ordinarily available in school. Both school staff and parents/carers will be involved in developing and producing the plan. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## SECTION 6: Supporting Pupils and Families

Information for families about how we meet SEND needs can be found at Brighton & Hove's **Local Offer** at:

<https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities>

Further information about how Middle Street School supports children with SEND is available in the school's **SEND Information Report**, which can be accessed on the school website at:

[file:///C:/Users/lucyr/Downloads/send-information-report%20\(5\).pdf](file:///C:/Users/lucyr/Downloads/send-information-report%20(5).pdf)

## Admission Arrangements

Admission arrangements for pupils with SEND are the same as for all other pupils. If a child has an Education, Health, and Care Plan (EHCP) then the requirements outlined in the document will be adhered to. All children with SEND will have their needs addressed in consultation with parents/carers, appropriate agencies, and previous schools.

## Facilities and Resources

Each financial year the school is allocated a notional SEND budget. This is used to provide additional support or resources to support the additional needs of identified groups and individuals.

Within each classroom there is additional adult support to ensure that every individual child is well supported. There is also regular training for staff on various aspects of Special Educational Needs depending on the current needs of the children in school.





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Where specialist support is required, the school has regular support from the Brighton & Hove Inclusion Service (BHISS).

<https://new.brighton-hove.gov.uk/directories/special-educational-needs-and-disability-support/brighton-hove-inclusion-support>

These services include:

BHISS learning and communication teams:

- [Autism](#) and [Language](#), which includes [Early Language](#) Support
- [Early Years](#)
- [Educational Psychology](#)
- [Literacy](#)
- [Sensory Needs](#) - hearing impairment and visual impairment

BHISS social, emotional and mental health teams:

- [Educational Psychology](#)
- [Schools Wellbeing Service](#)
- [Social, Emotional and Mental Health](#)

We also work with health professionals including:

- Seaside View Child Development Centre
- The School Nurse team
- Brighton and Hove Wellbeing Team
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapist

## Accessibility

There is an accessible toilet on the same level as the school entrance. There is a ramp to enable access to the school from the playground. We will endeavour to ensure that Middle Street is made as accessible as possible using current resources. Middle Street is a small school so there are challenges around accessibility. However we are committed to making adjustments wherever possible to improve accessibility.

## Access to School Exams and Assessments

Each term, children's attainment is assessed using teacher observations and formal



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assessments. Appropriate adaptations are made to ensure barriers to learning do not alter the accuracy of these assessments. A small number of pupils may need additional arrangements so they can take part in the Key Stage 2 tests. In collaboration with the Headteacher and SENDCo, the class teacher considers access arrangements before they administer the tests.

## Transition Arrangements

A move of schools or between year groups can be particularly challenging for children with SEND so appropriate preparation work needs to take place. Clear communication and preparation are planned according to individual needs. The SENDCo and other relevant staff members will work with parents and the new school to ensure they are fully aware of the child's additional needs and will pass on all relevant paperwork to the SENDCo of the new school. Identified Year 6 children will be in a 'transition group.' Some children will have individual needs-based transition planning e.g. extra visits, practise runs of the journey from home to the new school. In some cases, the SENDCo may have a meeting with the new SENDCo and the parents/ carers.

## SECTION 7: Supporting Pupils at School with Medical Conditions

Middle Street School is committed to properly supporting pupils with medical conditions so they have full access to the same education as their peers, 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.

Some pupils with a medical condition may also have SEND and may have a statement of SEND or an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

## SECTION 8: Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils during the academic year. A formal evaluation of the effectiveness of the school SEND provision and policy culminates in the SEND Information Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher and link SEND governor.

## SECTION 9: Training and Resources

### Staff Development

Training needs are regularly evaluated and planned in line with the school policy for



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Continuing Professional Development (CPD). These aim to meet identified whole school, group and individual needs. Training needs are highlighted, planned and reviewed through Senior Leadership's termly School Improvement Planning meetings.

The SENDCO regularly meets other SENDCOs at the local SENDCO forums and at SENDCO City Centre Partnership Meetings. Through attending these groups, as well as appropriate SEND courses, the SENDCO keeps up to date with all National and Local expectations and keeps the rest of the school staff informed of developments.

## Resources

Class teachers use their class budget to provide appropriate resources to meet individual needs within whole class situations. Resources for specific subject areas are usually provided through the subject budget. There is also an SEND budget which is used to provide whole school resources for SEND.

The SENDCO is responsible for monitoring the effective provision and use of specific resources for children with SEND.

## SECTION 10: Roles and Responsibilities

### SENDCo

The SENDCO co-ordinates day to day provision for pupils with SEND at the school. The role involves

- Training
- Leading and managing staff
- Efficient and effective deployment of staff and resources
- Liaison with parents/carers and outside agencies
- Administration
- Assessing and Monitoring

### The Governing Body

The school's Governing body must fulfil its statutory duties towards pupils with SEND (as outlined in the Code of Practice). Alongside the Headteacher, the Governing body determines the schools general policy and approach to provision for the children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general overview of the schools work.



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The SEND link Governor works closely with the SENDCo. The school provides an annual report to the SEND Governor detailing the number of children with SEND, outside agency involvement, support provided by the school for the individual needs and details of the success of the SEND policy. The governor then reports back to the full governing body.

## The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including the provision for children with SEND. The Headteacher keeps the Governing body fully informed and works closely with the SENDCo. When the SENDCo is not in school the Headteacher is responsible for overseeing SEND provision and the day to day operation of the policy. The Headteacher and SENDCo meet regularly to liaise over SEND issues and termly to discuss financial arrangements and support allocation.

## Teachers and Education Assistants.

Teachers are responsible and accountable for the progress of every child in their class. All teaching and support staff have been involved in the development of the schools SEND policy and will be regularly monitoring and evaluating its implementation. There will be regular opportunities to review the SEND policy. Staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND, it is their responsibility to ensure that all the procedures outlined in this policy are adhered to.

## SECTION 11: Storing and Managing Information

Children identified as having SEND will have an individual file as part of their digital school records. This file will contain details of any observations or assessments of the child which may happen in school or through outside agencies.

Records kept securely on SEND children can include:

*Individual Provision outline – Learning Plan*

*Referrals*

*Outside Agency Records*

*Statement or EHC plan Review Records*

Staff who deliver the interventions keep records of progress against set targets. These folders contain targets/outcomes record sheets that are completed either by the class teachers or teaching assistants working with the child or group.



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## **SECTION 12: Reviewing the Policy**

The SEND Policy will be reviewed and updated annually to reflect any changes at a national, local or school level.

**This policy will be reviewed in September 2024.**

## **SECTION 14: Dealing With Complaints**

It is in everyone's best interests in our school and community to communicate well with one another and to ensure that any concerns and complaints are dealt with as quickly and appropriately as possible. In addition, concerns and complaints brought to the attention of the school can be an opportunity to inform, review and help improve school procedures.

The school's policy for 'Dealing with Complaints,' can be accessed on the school website or from the school office.