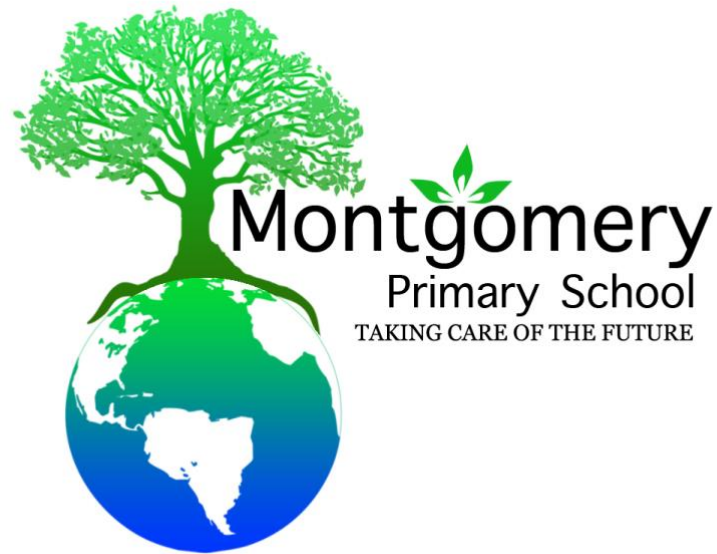




Montgomery Primary School

**Special Educational Needs & Disabilities (SEND)
Policy**

September
2026

Context

This policy due regard to;

- *The Equality Act 2010: advice for schools DfE (Feb 2013)*
- *SEND Code of Practice 0-25 Years (April 2015)*
- *Schools SEN Information Report Regulations (2014)*
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teachers Standards (December 2021)*
- *United Nations Convention on Rights of the Child (1991)*
- *The Children and Families Act (2014)*

Governor responsible for SEN: Simon Webber

Head of School Montgomery: Katrina Way

SENDCo Montgomery: Megan Donnelly and Emily Elliott

SENDCo Qualifications:
Katrina Way- NASENDCO (2019)
Megan Donnelly- NASENDCO (2021)
Emily Elliott- NASENDCO (2024)

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This policy will be reviewed annually.

Start date: September 2026

Review date: September 2027

Section 1- compliance and general statement:

Montgomery Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with special educational needs are valued, respected and are equal members of the school.

Provision for children with SEND is a matter for the school as a whole; all teachers are teachers of children with SEND. The governing body, Head teacher, SENCO and all other members of staff have important responsibilities.

This policy has been created by the SENCO in liaison with the Headteacher, SEN Governor, SLT and staff with due regard to the input of parents and pupils with SEND.

In compliance with the *SEN Code of Practice (2015)* and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils. This includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school SEND register. Should a pupil require provision that is additional to their peers, a conversation will be held with parents about their child moving onto the SEND Register.

Section 2- aim (the longer view)

The overarching aim of this policy is to ensure that the needs of all pupils with SEND and the barriers to their learning, are accurately identified and effectively met, so that all children are able to achieve and develop well, both as individuals and as members of the community, living life with dignity and independence (*UNCRC*).

Therefore we aim to:

- Assess pupils accurately, track their progress and adjust their provision where needed.
- Ensure that all lessons are accessible and inclusive to children with SEND, differentiated where needed to meet children's needs.
- Ensure that teaching and learning is multi-sensory and engaging for all
- Regularly adapt and review interventions and additional support, using a careful blend of in-class support and withdrawal.
- Explore available resources to support learning, taking into account individual learning styles.

Through the application of this policy we wish to:

- Ensure compliance with *National SEND Policy*, most currently the *DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015*.
- To encourage all pupils to develop a respect for human rights, respect for parents, their own and other cultures and the environment (*UNCRC, Article 29*).
- Support pupils with SEND to develop their personality, talents and abilities to the full (*UNCRC, Article 23*)
- To operate a 'whole pupil' approach to the provision for all children.
- Ensure all staff implement the school's approach to the management and provision of SEND and understand that 'every teacher is a teacher of SEN'.
- Ensure there is no discrimination or prejudice
- Recognise, value and celebrate all pupils' achievements.
- Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his / her wishes are taken into account as part of the process and of the shared responsibility in meeting needs.

Section 3- a graduated approach to support SEND pupils at Montgomery Primary School



SEND process explained



Step 1- Initial concern:

You and/ or your teacher raise concerns about your child. Concerns are discussed between parents or carers and the class teacher, this may be an informal conversation or at parents evening. The SENCO will be made aware of these early concerns.

Step 2- Teacher adapts:

The class teacher adapts work and / or re- organises classroom support to help your child to make better progress, this may also involve some additional activities for you to do with your child at home.

Step 3- Booster support

The class teacher and/ or HLT work to support your child to make progress. This may be a half or full term timescale. School resources or expertise may be assigned to deliver this.

Step 4- My Plan

The child's needs are assessed in further detail and a My Plan is developed with the SENCO to support your child. This may involve outside agencies. Your child may stay on a My Plan for a few months or perhaps even a few years in order to support them throughout their time in school. A meeting is held every half term with the teacher, SENCO and parents to set targets for everyone to work towards. Only if their needs cannot be met will Step 5-7 take place.

Step 5- Early Help Assessment

The SENCO arranges a TAC (Team Around the Child) meeting and specialists come along to assess the needs of the child. We may need information from you at this stage to fully understand your child. The information we collect allows us to plan carefully for the needs of your child. An early help referral will be submitted as well as any other additional agencies who may support your child.

Step 6- Education and Health and Care plan

If it has been agreed by everyone at step 5, we will apply for an EHCP. This is where the County Council assess your child's needs and gives the school extra resources to support the child. This process can be lengthy and may not be agreed first time by county. This will involve additional meetings with the SENCO.

Step 7- EHCP is in place

Once we have the EHCP, you will have a copy and have a chance to discuss their targets. The EHCP will be reviewed regularly with both yourself and the child to ensure the plan is supporting the child.

Early Identification of need:

At Montgomery Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational Needs and Disability before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents/carers to enable the school to develop a My Plan / IEP and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after Baseline Assessment (at the start of Reception), the school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify the child's skills and highlight areas for early action to support the child within the class using a 'my assessment'.
- Use assessments to identify what the child knows and understands, as well as to identify any learning difficulties.
- Provide regular feedback to parents/carers about the child's achievements and experiences which will form the basis for the next stages of learning.
- Involve parents/carers in developing and implementing a joint approach at home and in school.

The principle test of the need for SEND support is evidence that current rates of progress are inadequate. Details of assessment tools and materials used in our school can be found in **Appendix A**. Where progress is not adequate it is necessary to take some additional, or different, action to help the pupil learn more effectively.

Adequate progress can be defined in a number of ways: it might for instance, be progress that:

- closes the attainment gap between the child and the peer group
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same base line but less than that of the majority of the peer group
- matches or betters the child's previous progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour

Need may be identified under 4 main categories:

1. Communication and Interaction Need
2. Cognition and Learning Need
3. Social, Emotional and Mental Health Needs
4. Physical and / or sensory needs

Reviewing progress following individualised support targets.

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will 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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review.**

For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings (PPMs). For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings/Team Around the Child.

My plan / individual education plan: this is put in place to support a child by addressing areas of need and writing a plan with agreed outcomes in order to meet the identified additional needs. At this point, the views of the child and their families are taken into account by being involved in the planning meeting and helping to set goals for the child.

It focuses on three or four short-term targets and includes information about the teaching strategies to be used, the provision to be put in place, resources and the review date. Plans are reviewed each long term.

At this stage, help may be requested by the school, with the permission of the parents/carers, from external support agencies. Initial advice is usually sought from the Advisory Teaching Service or the Speech and Language Therapy Service.

The school has also has access to referrals into, and resulting support from, the following services:

- Occupational Therapy
- Speech and Language Therapy
- Autism Assessment Team
- ADHD assessment team
- School Nurse
- Mental Health Support Team
- Early help family support
- Inclusion partner

The child may be taken off SEND support if progress is now adequate, remain SEN support with a new Plan, or be recommended for EHCP.

Education, Health and Care Plans

Please note that steps 5-7 may take up to 12 months to be agreed by the local authority.

For children and young people with more complex needs a co-ordinated assessment process using the 0-25 Education, Health and Care plan (EHC plan) will take place.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the pupil in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Pupils with a physical disability gain access to the curriculum through my plans or EHCPs These may include adaptations to the environment or adapting teaching plans (such as during PE) so that all children can participate in all areas of the curriculum.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Montgomery Primary School will hold annual review meetings on behalf of Devon LA within 12 months of the anniversary date of the EHCP and complete the appropriate paperwork for this process.

For further guidance, please refer to section 9 of the Special Educational Needs and Disability Code of Practice 2014.

Section 4- criteria for exiting the SEND record of need

The SENCO has responsibility for the removal of a pupil from the SEND register at Montgomery Primary School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff, outside agencies and parents.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

Section 5- monitoring and evaluating SEND at Montgomery Primary:

Montgomery Primary School, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather relevant data, including:

- regular observation of teaching by the SENCO, Head and subject leaders

- tracking of children's work, including children with SEND- either through the National Curriculum or Pre-Key Stage standards.
- monitoring by the SEND governor
- maintenance of records of reading and spelling ages, National Curriculum levels, which illustrate progress over time
- Staff meet each short term to review progress and the impact of interventions

As a result of the above the school reports annually upon its successes and identifies aspects for future development- see the *SEND information report*.

Section 6- roles and responsibilities

The SENCO will:

- Oversee the day-to-day operation of the SEND policy
- Co-ordinate provision
- Track the progress of children with SEND, including monitoring interventions and assessments.
- Liaise and collaborate with all class teachers so that learning for all children is given equal priority.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Lead SEND team meetings
- Liaising with, and advise, teachers and teaching assistants
- Administrate Annual Reviews for children with EHC Plans
- Liaise with parents/carers of children with SEND
- Liaising with external agencies, including the Local Authority advisory services, Educational Psychology Services and Health and Social Services
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the Head of School and the school governors to ensure that the school meets its responsibilities under the *Equality Act (2010)* with regard to reasonable adjustments and access arrangements

The Headteacher will:

- Take the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs and Disabilities.
- The Head Teacher will keep the Governing Body fully informed on SEND issues.
- Will work closely with the SEND team, and share responsibility for liaising with outside agencies.

The Governing body will follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

All teaching and non-teaching staff will:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).
- Set suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress.
- The TA should liaise with the class teacher on planning, pupil response and progress.

The role of the pupil:

- Pupils are encouraged to take an active role in monitoring targets. If possible, the SENCO seeks the views of each child regarding their progress at each review meeting and a discussion will take place about their thoughts of school and what they find easy or difficult.
- A SEND pupil survey will be carried out twice a year to gather advice on improving the school provision.

The role played by parents/carers of pupils with SEND:

In accordance with the *SEND Code of Practice*, the school believes that all parents/carers of children with SEND should be treated as equal partners. We value and accept the positive role and contribution parents/carers can make, and strive to work in full co-operation with them. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. For parents of children on the SEND register, a survey will be carried out twice a year to gather advice on improving the school provision.

At Montgomery Primary School, we endeavour to support parents/carers so that they are able to:

- recognise and fulfil their responsibilities as parents/carers in playing an active and valued role in their child's education
- have knowledge of their child's entitlement within the Special Educational Needs Framework
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Families of pupils with SEND are guided towards the County Council Local Authority's support service

<https://www.devon.gov.uk/children-families-education/send-local-offer/>

with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.

Section 7- supporting pupils at Montgomery Primary School with medical conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using a Learning Plan. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. *Please see the schools Medical Policy for further details*

The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions.

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

Section 8- storing and managing information

- The school complies with General Data Protection Regulations (GDPR)- February 2023.
- The school uses the DfE's Data Protection: a toolkit for schools (2023) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements.
- Explicit consent is always sought from parents / carers for the following:
 - Involvement of outside professionals to observe, assess or work with the child
- The SENCO ensures that all sensitive personal information, about individuals and their families is stored securely and is not freely accessible.
- The SENCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices, staffroom and classrooms, unless it is required for safeguarding- in which case, explicit consent is gained.

If you require more information about how the Local Authority store this data, you can visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/>

Section 9 – SEND funding

Funding for SEND is received through the Local Authority budget. There is a separate budget allocated for those pupils with an EHCP. This funding is for administration, teaching support, other agencies and materials. In addition, the SENDCO receives a small budget to spend on resources in collaboration with class teachers.

The school will correspond with outside agencies; however, parents must understand that the Educational Psychologist and some Speech and language therapists are beyond national funding and therefore may be financially dependent.

A full explanation of Devon SEND funding to schools can be found at:

<https://www.devon.gov.uk/supportforschools/finance/additional-educational-needs>

We review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by governors and through the use of the Devon SEND Funding Evaluation Tool.

Section 10- Accessibility

The schools are compliant with the Equality Act 2010 and Accessibility legislation. They are fully accessible for wheelchair users and have disabled toilet facilities.

Please see the accessibility policy for further information: <https://www.montgomeryprimary.org.uk/policies>

Section 11- dealing with complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through talking to the SENDCO. If their complaint is not fully resolved, they may follow the complaints procedure as set out in the complaints policy and published on the school website.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Please see the complaints policy for further information: <https://www.montgomeryprimary.org.uk/policies>

Section 12- bullying

Please refer to the school's Behaviour Policy which is available at:
<https://www.montgomeryprimary.org.uk/policies>

Section 13- safeguarding

Children with Special Educational Needs and Disabilities can face additional safeguarding challenges. All staff at Montgomery Primary School are aware of these challenges.

Further details can be found on the school's Safeguarding Policy which can be viewed at:
<https://www.montgomeryprimary.org.uk/policies>

Section 14- meeting expectations:

All parents / carers are expected to treat all members of staff with utmost respect at all times. If any aggressive, threatening or intimidating behaviour is shown, the parents or carers will be asked to leave school premises. Montgomery Primary School will then decide if a member of the senior leadership team will need to attend future meetings and if these can take place on school premises.

Section 15- admission arrangements

The admission arrangements will be the same as for any other pupil as long as the school is not oversubscribed but it must be noted by all concerned that:

-Whilst LA and schools can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child or give the child lower priority than other applicants - simply because the school considers that it cannot cater for his or her SEND.

Appendix A- Assessment tools

- Speech Link
- Infant Language Link
- Junior Language Link
- Early Reading Phonology assessment
- NFER Standardised tests
- Accelerated Reading Records
- FunFit
- Pupil Progress Meetings
- Achievement data
- Standardised word reading test
- Standardised spelling test

Appendix B- Overview of transition arrangements

	Pre-admission- Nursery/ preschool to Foundation	Year to Year transition and In-year admissions	Transition from school to Year 7 or to new primary school.
Transition support for all pupils	stay and play sessions parent meetings Teachers visit feeder settings	Class teacher visit class they are receiving Teacher/teacher meeting Visits to class Parents have opportunity to meet new teachers Transition Progress Dialogue meetings with current and receiving teachers	Secondary teachers visit year 6 classes Pupils complete induction programmes at secondary schools Programmes (art, history, PE, choir) offered throughout the year at partner secondary schools
Additional transition support for pupils with SEN	Other services involved -more visits starting earlier -meetings accompanied visit (eg with pre-school staff) Nursery Plus transition plans	SEN transition meetings to share plans between current and receiving class teachers TA support (deployment) Social, emotional support groups Transition book-routines Provision Maps SENDCO attends pupil progress meetings Multiagency planning meeting with transition focus Class SEN file passed on	Primary SENDCO meets with secondary SENDCO to set up additional visits with TA TA accompany groups of children Multiagency planning meeting with transition focus Invite secondary school SENDCO to annual reviews and TAC meetings in spring/summer term
Individual transition support for pupils with complex / specific needs.	Phased admission Pastoral Support Plan meeting Liaison with previous school/setting Advisory Teacher involvement Meeting with SENDCO and/or safeguarding lead as appropriate	Parent meeting with School SENDCO Class teacher meeting with school SENDCO Children with EHCP meet key adults Multiagency TAF meeting within the first half term Safeguarding lead will meet receiving teacher if appropriate	Regular visits throughout the year to setting. Secondary SENDCO invited to Yr 5 & 6 EHCP annual reviews. Individual arrangements for children with EHC plans. Advice from EP and advisory teachers sought Sharing information about vulnerable groups in transition meeting with secondary schools

