



"Let love and kindness be the motivation behind all that you do." (1 Corinthians 16:14)

DERBYSHIRE Local Authority

Special Educational Needs Policy

MUNDY C OF E JUNIOR SCHOOL

Adopted September 2023

Reviewed February 2026

Mundy C of E Junior School
Derbyshire County Council

Overview:

Mundy Junior School is a 3-form entry Junior School with a Senior Leadership Team comprising the Headteacher, DSL/School Business Manager, Senior Leader and SENCO.

Our SENCO and Inclusion manger is Miss Catton.

Our SLT SEN representative is Miss Adair and Mrs George

Our SEN Governor is Miss A Musson

More details of staff can be found on our website: www.mundyjunior.org

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This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2015.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

This policy should be read in conjunction with the following school polices and documents: - Anti-Bullying Policy, Accessibility Plan, Disability and Equality Policy, Supporting Pupils with Medical Conditions Policy, Safeguarding policy, Medicines policy, Local Offer for SEN, Support for children on SEN register, Flow chart for Identification of SEN at MJS

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

Pupils identified with low level SEN have the same rights of admission as all other prospective pupils. The School follows the Local Authority's Admissions Policy.

Pupils with Education Health Care Plans are admitted following LA policy and ensuring that the school can meet their needs under the new Code of Practice.

At Mundy Junior School we are committed to meeting the special educational needs of pupils and ensuring that they make progress. We seek to help all children achieve their full potential across all aspects of their personal development in a secure and happy learning environment, and to grow into informed, responsible and caring members of society, with the ability to think for themselves and take authority for their actions. We plan to achieve this through a curriculum, which is broad, balanced, relevant and manageable, and through the development of good relationships within and around the school, so that everyone feels they have a valued contribution to make.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her; namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age,

or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEN Code of Practice 2014 defines Special Educational Needs under four main areas –

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical.

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Mundy Junior School but we consider the needs of the whole child.

Special Educational Needs Provision at Mundy CE Junior School

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education; enabling them to reach their full potential spiritually, academically and socially.

Our objectives:

- To welcome pupils with SEN and to accommodate and meet their needs in a positive manner so they achieve their best and become confident individuals.
- To identify and assess children with SEN as early as possible by gathering information from the child, parents, previous schools and other agencies.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.

- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That, where possible, pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEN.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To ensure that support agencies are used effectively and to work together as a multi-disciplinary team.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEN can achieve their best.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.
- To have a whole school approach, where staff work together as a team to provide high quality provision for those with identified SEN.

How do we aim to meet these objectives?

At Mundy Junior School we follow the graduated response of Assess, plan, do and review.

Assess:

Before students arrive at Mundy Junior School:

- SENCo will visit the infant schools to obtain information about a pupil, through talking with the child's current class teacher and/or head teacher.
- SENCo may go and observe the child in their current setting.
- SENCo will attend annual review meetings and/or IEP meetings for the child in Year 2.
- Meeting/discussions may be held with parents.
- Information will be gathered and obtained from any relevant outside agencies involved with the child.
- Extra transition arrangements put into place, where appropriate.

Assessing needs once a child is at Mundy Junior School:

If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties. MJS aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. This is achieved through:

- Ongoing teacher observation.
- Outcomes from summative assessments and their progress in relation to age related expectations (whole class formal assessments are carried out every term and individual assessments if it is felt appropriate by the class teacher).
- Details of previous progress and attainment and comparisons being made.

- Parents will be consulted to gain their insight into their child's progress.
- Concerns raised by parents' will be listened to and valued, discussions held to ensure the best outcomes for their child. At Mundy Junior School parents' opinions and aspirations for their child will be taken seriously.
- Involvement from outside agencies, where it is deemed appropriate. (Parental consent is always sought before the school requests involvement of any outside agency)
- Discussions with the child.
- Discussion with the SENCo.
- A child's emotional well-being will also be monitored and considered in different situations.

Plan/Do:

After the assessment stage planning will involve consultation between the teacher, SENCo and parents to agree longer term learning objectives and hoped for outcomes. This is achieved through the following ways (this may include all or some depending on the needs of the child):

- All those working with the child, including support staff will be informed of the child's individual needs.
- Individual targets set for the child.
- Interventions (where appropriate) put into place, this may involve group work or one to one teaching. Where this is away from the class teacher they will work closely with the member of staff carrying out the intervention.
- Specific teaching strategies will be put into place.
- Specific resources allocated.
- To track the progress and support a child is receiving they will be placed on our whole school provision map.
- Supporting social, emotional and mental health through the provision of nurture group and/or positive play.
- Involve outside agencies, where appropriate, and incorporate the strategies suggested. (The school works closely with various outside agencies including: NHS Physiotherapy Therapy Service, Occupational Therapy Service, Education Welfare Officer, Sensory Team (visual and hearing) MAT team, Educational Psychologist, School Nurse and Social Services)
- Tailor support and strategies to assist and aid the targets set within a child's Education Health Care Plan (EHCP).
- Strategies put in place and all efforts made to overcome individual pupils' barriers to learning.
- A range of teaching styles are used including auditory, visual and kinaesthetic.
- Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.

Review:

The review process will evaluate the impact and quality of the support and interventions. This will be done through:

- Discussions between members of staff involved with child.

- Discussions with the SENCO
- Meetings and discussions held with parents. (These will be carried out termly, although additional meetings will be held if deemed appropriate)
- Discussions held with the child.
- Assessments carried out where applicable.
- Discussions held with any outside agencies that may be involved. These may also carry out their own assessment.
- For formal annual reviews of EHCPs pupils contribute their voice in a style and format most suited to their age and aptitude.

If the child is deemed by all to be making progress within the above cycle of assess, plan, do, review with this additional and different support/intervention then the above cycle will be continued and tailored to meet the individual needs of the child.

Special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Mundy Junior School, therefore, where this is deemed to be the case we will gather all the information required by the LA to request additional GRIP funding or an assessment of educational, health and care needs (EHCP). When applying for an EHCP, part of the formal application is for families to outline their short and long term aspirations for their child. The SENCo will discuss this process with parents before an application is completed.

Role and Responsibilities

The class teacher:

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEN to the SENCO/Inclusion Manager - Planning and delivering differentiated interventions for all pupils with identified SEN.
- These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEN documentation in accordance with the COP and liaising with the SENCO/Inclusion Manager, parents and pupils
- Collaborating with the SENCO/Inclusion Manager to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning to ensure quality provision for pupils with SEN focused on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEN pupils.

- To work closely with and monitor the support provided by the teaching assistant.
- To monitor the outcomes of additional support for vulnerable learners.
- To work with the SENCO to ensure provision maps are kept up to date.

Teaching Assistants (TA):

They are responsible for the following:-

- collecting evidence of progress through observations both formal and informal.
- alerting the class teacher to concerns which have been observed through close working with the pupils.
- tracking progress towards outcomes set by a class teacher for specific SEN pupils.
- providing effective feedback to the teacher on interventions.
- Collaborating with the SENCO/Inclusion Manager to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews or annual reviews.

The SENCO:

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEN register.
- Identify through provision mapping those in receipt of additional SEN support from the School's devolved budget, those in receipt of GRIP funding and those with Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs liaising with and advising teachers to identify pupil's needs.
- Specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and setting outcomes.
- Termly review of progress against expected outcomes by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health Care Plan.
- Carrying out referral procedures to the Local Authority to request funding
- Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant long term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEN or vulnerable learners.
- Working with feeder schools to ensure successful transition into KS2.
- Ensuring interventions for SEN pupils are effective and evidence based.
- Evaluating regularly the impact and effectiveness of additional interventions for SEN

pupils.

- Arranging specific SEN resources.
- Be the key point of contact with external agencies especially the LA.
- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents.
- Attending LEA SENCO network meetings and training as appropriate.
- Liaising with the school's SEN Governor, Mrs A Musson, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising with school admin, to ensure care plans have been completed and information is shared on a need-to-know basis.
- Working with the Senior Leadership team to ensure SEN information is shared with staff and SEN is included in the school development.
- Reviewing the SEN policy annually and ensuring up to date information is on the website.
- To identify vulnerable learners in all phases who are not on SEN register to ensure they are making adequate progress.
- Attend termly monitoring and tracking meetings.
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Members of the Senior Leadership Team:

- The day-to-day management of the SEN Policy and the Disability Equality Duty Scheme and Accessibility Plan
- Allocating and monitoring appropriate resources for SEN from the delegated budget and statement funding together with the SENCO/Inclusion Manager
- Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.
- To ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards.
- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.
- Working with the SENCo to ensure training needs for the staff for SEN are identified and put into place.
- Reporting to Governors on COP procedures and SEN resourcing and Disability Equality Duty Scheme.
- Liaising with the SENCO to timetable and direct the work of support staff working in their phase.
- Attend Annual Reviews when a child is moving into their phase, or as deemed necessary by the SENCO.
- Support teachers in their phase with parent meetings when requested.
- To ensure that any special arrangements are in place for SEN pupils when taking formal end of KS2 tests.
- To work with the SENCO on the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEN or vulnerable learners.

The Governing Body:

The Headteacher and SENCo keep the Governing Body informed about all SEN matters.

- Ensuring that the best possible provision is made for all pupils with SEN
- Monitoring the quality of SEN Provision
- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEN in the school community
- Ensuring that the budget for SEN is allocated appropriately
- Electing a designated SEN Governor to liaise with the SENCO
- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal

Transitions

Staff make contact with feeder schools at least one term before the child enters KS2. Close links exist with the secondary schools to which pupils transfer in September each year.

Meetings are held between SENCOs/Inclusion managers of all KS3 schools and primary schools at which SEN documents are discussed and exchanged.

Additional visits are made for pupils with EHC Plans and other children who may need/benefit from this.

Staff from the feeder secondary schools are invited to attend the annual review and any other relevant meetings held in the summer term.

Supporting Pupils and their Families.

Parents and carers are always welcome to the school. At Mundy Junior School working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore, we maintain an open door policy.

Parents may phone or call to make an appointment to see staff whenever necessary. Written reports are issued at the end of each academic year in July, alongside three parents' evenings held during an academic year.

For children with Education Health Care Plans, the annual review is held around the date of issue and a representative from the LEA SEN Team is invited to attend. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Following consultation parents may be invited to meetings with professional specialists' in school or as a result of a referral in a clinic setting. For all parents and carers Parents Partnership Scheme operates very successfully, enabling parents to help the school in a

variety of ways using their particular skills and talents. Parents also help on outings and with a wide range of social and fund raising activities.

Miss Catton is available to help parents with any questions or worries about their child or the school. If parents wish she is available to support them in meetings with other members of staff or arrange joint meetings.

The Derbyshire Local offer can be found on the Mundy Junior Website. Derbyshire LA publish a Local Offer on their website; <http://www.derbyshiresendlocaloffer.org/>

The school recommends and introduces parents to the service of the LA Parent Partnership Officer (01773 748002) who supports parents with SEN issues and is independent of the school and the LA.

Exclusion and SEND – Below is the LA recommendation regarding Behaviour Management and Escalation towards Exclusion within SEN

What's been happening?

In the Upper Tribunal case of *C & C v Governing Body* [2018] UKUT 269 (AAC), a 13 year old boy named 'L', was excluded for physical violence at school. L suffered from autism, anxiety and Pathological Demand Avoidance. It was a common ground that episodes of violence were as a result of these conditions. It was also common ground that L would meet the definition of having a 'disability' under Section 6 of the Equality Act 2010 ('2010 Act'), which defines disability as an individual having a '*physical or mental impairment which had a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities*'.

Previously under Regulation 4(1)(C) of Equality Act 2010 (Disability) Regulations 2010 schools were afforded a defence if the behaviour of the child or young person who has a 'disability' (under Section 6 of 2010 Act) amounted to a '*tendency to physical...abuse*.' This meant that children like L and other children with similar conditions were not protected from discrimination, because their challenging behaviour was deemed as 'a tendency to physically abuse', even if the behaviour was a direct result of the child's or young person's condition.

However, the Upper Tribunal found that Regulation 4(1)(C) was incompatible with the human rights of children with a recognised condition that is more likely to result in a 'tendency to physical abuse'.

What does it all mean?

The case of *C v C* means that it will no longer be possible to reject claims that the definition of disability is not met for children who display violent outbursts as a result of their condition. The way in which these types of cases must now be defended is by the school making out a justification argument i.e. that the decision taken to exclude a child was proportionate to a legitimate aim. In *C & C* the Tribunal emphasised that:-

78. [...] So long as the school could show that the exclusion of a pupil who had been violent as a result of his/her disability was a proportionate response, taking into account the legitimate aim of protecting the needs, well-being and interests of the other pupils and staff, and any reasonable adjustments that have been made, the exclusion would in all likelihood be a lawful one. The emphasis is on 'reasonable' adjustments. There is no need to show that all possible adjustments have been made, irrespective of cost or practicalities. Further, naturally, the more serious the behaviour the easier it would be to justify the exclusion under the terms of the Equality Act.

Unfortunately there is little useful guidance that can be provided on what will and what will not be considered reasonable as this will vary infinitely from case to case and is acutely fact

sensitive. It is suggested that the following questions ought to be asked by the school prior to any exclusion of this nature:

- Have all relevant external agencies (Educational Psychologist, Occupational Therapist, Local Authority) been contacted to assist with or recommend de-escalation strategies for the child involved (such as having a 'safe space', access to fiddle toys or snacks, having access to a lunchtime or classroom teaching assistant, emotion coaching, or having the opportunity to speak at any time to a designated adult with whom she has a bond)?
- Have less drastic measures been explored (fixed term exclusions, time outs, flexible schooling, flexible timetable, a managed move etc.)?
- Have relevant reasonable adjustments been made to the Behaviour and/or Exclusion Policies? For example, have the child's 'triggers' been assessed and catered for in tailoring the disciplinary procedures to mitigate the likelihood of a behavioural crisis? Has the Exclusion Policy itself been adjusted to take account of the child's behavioural difficulties?
- Has the SEN Policy been followed? Regardless of whether a child has formally diagnosed SEN it is always prudent to follow the policy where it is recognised that the child has a condition (for example, an Attachment Disorder) which calls for reasonable adjustments.
- Is there an Education and Health Care Plan in place (and has it been fully complied with) or is it appropriate to apply for one (which, if successful, would provide more funding)?
- Has there been constructive and open dialogue with the parents about any previous incidents and their experience of the best way to manage the child when in crisis?
- If new measures have been implemented recently, has there been enough time for these strategies to 'bed-in' and actually make a difference to the child's behaviour?
- Is there an explanation for the deterioration of a child's behaviour that needs to be taken into account?
- What exactly is the risk of harm to other pupils and staff and have methods to alleviate that risk been explored?
- Has the impact on the child herself been considered in detail? Often the effects of an exclusion are all the more devastating to a child suffering with autism or other similar conditions.

Although not an exhaustive list, the above should provide schools and Governing Bodies with some guidance about the thought process that needs to be undertaken when taking these tough decisions. Importantly, however, the school does not need to make "*all possible adjustments...irrespective of cost or practicalities*"; reasonableness is enough. It is important that school evidence the steps and strategies that they have put in place in order to alleviate the behaviour of the child. They should provide evidence of advice taken from external agencies and how that was implemented. They have to show that reasonable adjustments were made so that a child was not in effect being punished for behaviour that was directly attributable to a disability.

Dealing with complaints around SEN

Please look on the school web site 'Complaints policy' for further details.

Parent/carers complaints are dealt with at the school in the following ways:

- o Discussed informally with the Class Teacher and/or the Deputy Head for their child's Phase.
- o Referred to the SENCO
- o Referred to the Headteacher.

- o In writing to the Governing Body, following which a written reply will be given o The parents may contact the LA who will then contact the school
- The parents may go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>
- At any stage in the complaint process parents may request the advice of Amber Valley Partnership Officer, (see address above).

STORING AND MANAGING INFORMATION

Information at Mundy Junior School is stored in line with Derbyshire and Mundy Junior School's policies on Management of Information and Freedom of Information.

- All staff are aware of sharing information on a 'need to know' basis.
- Class teachers are kept up to date with the most recent and relevant documents.
- Sensitive information is stored in locked filing cabinets in the SENCOs working space or in the School Office.
- Common and Shared Assessment forms are kept in locked filing cabinets.
- Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

Reviewing the Policy

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

Reviewed February 2026 by Miss J Catton/Miss D Adair

Seen by SEN Governor: Feb 2026

Review Date Feb 2027

Signed by: J Catton/ D Adair Date: 06/02/26