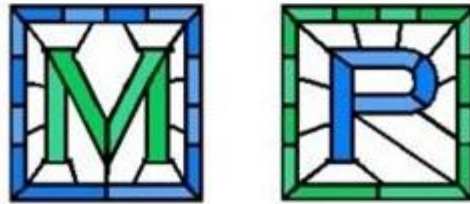


Monkfield Park



**Primary School and
Care & Learning Centre**

Policy for Inclusion and Special Educational Needs

Approved by the Governing Body in:

Autumn 2026

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1. Aims

Monkfield Park's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Monkfield Park all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When pupils require something 'additional to and different from' their peers, We will take steps to support pupils within the four areas of need. The school sets high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- [Special Educational needs and Disability \(SEND\) Code of Practice 2015](#)
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- [Equality Act 2010](#): advice for schools DfE 2013 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- [School Admission Code 2021](#) which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- [The School Information Regulations](#): Updated 24/10/24 which identifies what a school must publish online
- [Governance in Maintained Schools 2025](#) - which sets out governors' responsibilities for pupils with SEND

Cambridgeshire Local Authority:

Cambridgeshire's Local Offer

From September 2014, all local authorities must publish in one place information about the services they expect to be available in their area for children and young people 0-25 who have special educational needs and/or disabilities. This is known as the local offer. You can find out more about the Cambridgeshire Local Offer at <http://www.cambridgeshire.gov.uk/send>.

The local offer helps parents, carers and young people to see clearly the range of services and support that are available in their local area and understand how to access them. It contains information about:

- services and support available

- how children and young people's needs are identified and assessed
- the way schools, colleges and maintained nurseries support children and young people with SEND
- how to access services and how decisions are made
- preparation for adulthood and independence
- arrangements for making a complaint and mediation
- how to comment on the local offer.

Our SEND policy should be read in conjunction with our school's policies published on our website :

- [SEN Information Report](#)
- [Safeguarding policy](#)
- [Behaviour Policy](#)
- [Accessibility Plan](#)
- [Attendance and punctuality policy](#)

3. Definitions

Definition of SEN

'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 or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions'

(DFE/DOH 2015: 15-16)

Definition of Disability:

'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 is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a low threshold and includes more children than many realise: 'Long term' is defined as a 'year or more' and substantial' is defined as 'more than minor or trivial'. This definition includes

sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Monkfield Park, the SENCo will regularly review the SEN register as part of the Graduated Approach. The SENCo will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

'SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.'

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

4. Inclusion and Equal Opportunity

Monkfield Park is responsive to all aspects of diversity, to increase the learning and participation of all children within the school and its locality. We are developing inclusive values, shared between all staff, children, governors, parents/carers and the wider community in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to support the learning of all.

This inclusive culture is reflected in all the school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all children, drawing on their knowledge and experience outside school. Teaching and support are integrated

together, enabling all children to overcome barriers to learning and participate fully in school life.

5. Roles and Responsibilities

Monkfield Park works strategically in line with the Special Educational Needs Code of Practice 2015

We will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

The SENCo

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

The Deputy Heads Mrs Paula Ray and Mrs Kate Major lead the Inclusion Team.

The SENCo is Mrs Andi Day and her working days are Monday to Wednesday. She is working towards achieving the National Professional Qualification for SEND in November 2026.

If you would like to contact any of the team, please call school on 01954 273377 or via the office office@monkfieldpark.cambs.sch.uk

The SENCo will:

Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority (LA) and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date.

The SEN Governor

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

Jane Crowden is the governor responsible for Inclusion and SEND.

They can be contacted via the school office by telephoning 01954 273377 or by e-mail:

office@monkfieldpark.cambs.sch.uk

The Headteacher

The headteacher will:

- Work closely with the SENCO, Deputy Headteachers and SEN Governor to determine the strategic development of the SEN policy and provision across the school
- Work with the SENCo, Deputy Headteachers and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCo has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCo to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

Mr Matt Sweeney is the Headteacher who can be contacted via the school office by telephoning 01954 273377 or by e-mail: office@monkfieldpark.cambs.sch.uk

Class teachers

All teachers are teachers of pupils with special educational needs. Our SENCo provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.' (DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCo to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow the school SEN policy.

Examples of classroom adaptation can be found in the SEN Information Report

Parents and carers

Parents and carers should

- inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.
- fulfil any obligations under home/school agreements.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision. Termly ISP meetings are held with class teachers and the SENCo leads EHCP annual reviews.

The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

Monkfield Park is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

[Admissions information](#) can be found on our website

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

8. Identification and Assessment

Every teacher knows the needs and abilities of children in their class and our assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored.

When staff are concerned about a child, they will discuss this with parents before passing this onto the SENCo. Before this happens, informal conversations are likely to have already taken place. Depending on the level of concern or presenting needs, the SENCo may then observe the child in class and gather the views of both children and parents. For some children, we may use standardised assessments such as:

- YARC (Reading)
- Sandwell (Maths)
- Strengths and Difficulties Questionnaire (SDQ)

- PhAB (Phonics and Reading)
- Blank Level Questioning (Speech and Language)

to identify gaps in learning and/or inform future provision. In turn, these assessments are used to track progress.

We adopt a 'graduated response' to identifying children with SEND and additional provision is planned and delivered through the four-part 'Assess, Plan, Do, Review' cycle.



Usually after an initial period of monitoring (of at least a term), we will decide if a child needs to be placed on the SEND Register and an Individual Support Plan (ISP) will be written with intended outcomes. At Monkfield Park, we refer to their personal APDR documents as Individual Support Plans (ISP). Class Teachers share these with parents, and they are reviewed three times yearly (November, February and June).

Some children may require more support than is ordinarily available in school. In this instance, we may seek the support of outside agencies in ensuring that we are offering the best support we can.

See SEN Information Report.

Consulting with Parents

Monkfield Park values working in partnership with all parents/carers and we will seek to involve parents/carers in all decisions about their children. The views of parents/carers will be sought at all stages of assessment and provision. All communications involving decisions will be recorded.

We actively get to know the parents/carers of all children, and particularly those with special educational needs, and encourage them to ask questions about the school and the provision made for their child. We will seek their opinions and help in working with their child at home and in school and take their views into consideration at all stages. Together parents/carers and teachers can build a far more complete picture of a child and his/her needs than can be done separately.

We recognise that the decision of a parent/carer not to participate in the partnership may not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with special educational needs will benefit all parents/carers.

The school will keep records of all parents/carers and/or those who have parental responsibility for each child. When this involves adults in more than one household, we will deal directly with the parent/carer who has day-to-day responsibility for the child. Records will be sent to all those with parental responsibility, where required. We will seek to involve all parents/carers or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

The school, in conjunction with other agencies, will endeavour to provide translations in the main community languages, and/or a tape recording if necessary.

Communicating and working with parents/carers will involve:

- having positive attitudes towards parents/carers, respecting the validity of differing perspectives;
- providing user-friendly information and procedures, and being aware of the needs parents/carers might have in respect of a disability or communication and linguistic barriers;
- recognising the pressures a parent/carer may be under because of the child's needs;
- acknowledging the importance of parental/carer knowledge and expertise in relation to their own child;
- gaining parental permission before referring them to others for support;
- informing them about support organisations and the SEND Information, Advice and Support Service (SENDIASS) when SEND is identified;
- ensuring the website contains details of our policy for special educational needs and the special educational needs information report, including the arrangements made for children in our school with special educational needs.

Pupils

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential.

"Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken account in any matters affecting them. The view of the child should be given due weight according to the age, maturity and capability of the child."

United Nations Convention on the Rights of the Child

At Monkfield Park we have an ethos of respect, trust, care, quality and value. We actively encourage and support child participation in all areas of school life. Children should be enabled and encouraged to **actively** participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. In particular, we:

- ensure access for all children to the activities within the whole life of the school;
- value class and school councils and use many support systems (see P.S.H.E and Positive Behaviour policies);

- acknowledge and respond to the need for training and encouraging the children to take part 'right from the start of their education';
- have a genuine commitment to child participation;
- make special arrangements to help those children with specific needs, e.g. hearing impairment, communication difficulties;
- value the role of the child in setting, monitoring progress and reviewing targets for his/her Individual Support Plan (ISP);
- encourage children to **actively** contribute to or the Statutory Assessment Process, where appropriate.

9. Monitoring, Reviewing and Evaluating Progress towards Outcomes

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Targets arising from ISP meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. adaptive teaching. All planning for children with SEND will be monitored by the Inclusion Team and where necessary they will support the year group teams with curriculum planning.

Together with the Headteacher, the SENCo monitors the quality and effectiveness of provision for children with SEND through classroom observations, ISP reviews, learning walks and pupil voice.

This policy and SEN Information Report will be reviewed by Mrs Andi Day SENCo every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school's website.

10.Supporting pupils moving between phases and preparing for adulthood:

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another pre-school:

The SENCo will visit pre-schools with the class teacher or Foundation Stage Leader where appropriate and attend Annual Reviews or Team Around the Family Meetings for pre-school children.

If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.

Your child will be able to visit our school for 'Stay and Play' sessions.

Parents will be invited to attend an information evening.

You may be given the opportunity for additional visits where appropriate to help prepare your child for their move to the school.

If your child is moving to another school:

We will contact the school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.

We will make sure that all records about your child are passed on as soon as possible.

If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes within school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual Support Plans, which summarise the needs of your child, will be shared with the next teacher.

If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

The SENCo and class teacher will discuss the specific transition needs of your child with the SENCo of your child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

11. Complaints about SEND Provision

We aim for a close working partnership with parents and if a parent is anxious or unhappy about any aspect of their child's education we ask them to approach the school. We would ask where possible that in the first instance these concerns are shared with their child's class teacher. If the problem is not resolved, reference should be made to the Inclusion Team before discussion with the Headteacher. Parents will be referred to the school's

complaints policy. In the unlikely instance of the matter not being resolved parents may wish to seek further advice and support. SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) – is a free statutory service that provides information, advice and support to parents/carers.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

In Cambridgeshire, if you may require additional support as a parent, this can be accessed by contacting one of support agencies detailed below.

SENDIASS are available to give further impartial advice and support should you need it. Further information on their support can be accessed via [SENDIASS Parent Support](#)

Pinpoint can also provide additional information and support to parents of children with SEND and Disabilities which can be accessed here: [Pinpoint](#)

The local authority local offer

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Cambridgeshire Local Offer can be accessed at:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

12. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **APDR** – Assess, Plan, Do, Review – see graduated response
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **ISP** – Individual Support Plan
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND

➤ **SEND support** – special educational provision which meets the needs of pupils with SEND

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages