



SEND POLICY – NOVEMBER 2025

Contents

1. Statement of Intent
2. Legal Framework
3. Definitions
4. Objectives
5. Roles and Responsibilities
6. Identifying SEND
7. Early Years Children with SEND
8. Safeguarding
9. SEND Support
10. EHCP
11. Admissions
12. Transition
13. Involving Children and Parents/Carers in Decision-making
14. Funding
15. Managing Complaints
16. Staff Training
17. Data and Record Keeping
18. Publishing Information
19. Joint Commissioning, Planning & Delivering
20. Local Offer
21. Monitoring and Review

1. Statement of Intent

The Premier Academy values all children and celebrates diversity of experience, interest and achievement. All children need to experience praise, recognition and success, and children with SEND have equal entitlement to this.

This Policy outlines the framework for the Academy to meet its duty, obligation and principal equality values to provide a high-quality education to all of its children, including those with SEND, and to do everything it can to meet the needs of children with SEND.

Through successful implementation of this Policy, the Academy aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between children with SEND and children without SEND

The Academy works within the following principles, which underpin this Policy:

- The involvement of children and their parents/carers in decision-making
- The early identification of needs and early intervention to support them
- A focus on inclusive practice and removing barriers to learning
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- Greater choice and control for children and their parents/carers over their support
- Successful preparation for adulthood, including independent living and employment.

2. Legal Framework

This Policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996

- Education Act 2002
- Mental Capacity Act 2005
- Data Protection Act 2018
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR).
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This Policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education'

This Policy operates in conjunction with the following Academy policies:

- Admissions Policy
- Data Protection Policy
- Supporting Children with Medical Conditions Policy
- Child Protection Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Plan
- SEMH Policy
- Accessibility Plan

3. Definitions

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this Policy, a child is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

4. Objectives

Every school is required to identify and address the SEND of the children that they support. Through the implementation of this Policy, the Academy will:

- Use their best endeavours to make sure that children with SEND get the support they need to access the broad and balanced curriculum.
- Ensure that children with SEND engage in the activities of the Academy alongside children who do not have SEND.
- Ensure there is high-quality provision to meet the needs of those with SEND, with specific focus on inclusive practice and removing barriers to learning.

- Fulfil its statutory duties towards children with SEND considering the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled children.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents/carers when they are making special educational provision for their child.
- Review, prepare and publish important information about the Academy and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for children with SEND.
 - Information about the admission arrangements for children with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEND information report about the implementation of the Academy's policy for children with SEND.

5. Roles and Responsibilities

The Governing Body and Leadership Team are responsible for:

- Ensuring this Policy is implemented fairly and consistently across the Academy.
- Ensuring the Academy meets its duties in relation to supporting children with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the Academy.
- Ensuring the Academy offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all children, including those with SEND.
- Ensure the Academy holds ambitious expectations for all children with SEND.
- Establish and sustain culture and practices that enable those with SEND to access the curriculum and learn effectively.
- Ensure the Academy works effectively in partnership with parents/carers and professionals, to identify the additional needs and SEND of children, providing support and adaptation where appropriate.
- Ensure the Academy fulfils its statutory duties with regard to the SEND code of practice.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the Academy's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the Academy do not directly or indirectly discriminate against children with SEND.
- Ensure the SENCO has completed the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators or is scheduled to completed the latter within 3 years of being in post.

The SENCO will be responsible for:

- Collaborating with the Governing Body and Leadership Team to determine the strategic development of the SEND policy and provision.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual children with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the Academy's delegated budget and other resources to meet needs effectively.
- Liaising with the parents/carers of children with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that children and their parents/carers are informed about the options, and a smooth transition is planned.

- Working with the relevant governors and the leadership team to ensure that the Academy meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the Academy keeps the records of all children with SEND up-to-date, in line with the Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents/carers and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Preparing the SEND Information Report annually.

Teachers will be responsible for:

- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Being accountable for the progress and development of the children in their class.
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

6. Identifying SEND

The Academy recognises that early identification and effective provision improves long-term outcomes for children. As part of the overall approach to monitoring the progress and development of all children, it has a clear approach to identifying and responding to SEND as outlined in the SEND Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all children, with the aim of identifying children who are making less than expected progress given their age and individual circumstances.

‘Less than expected progress’ will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the child’s previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The Academy plans, manages and reviews SEND provision across the following four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The Academy recognises that:

- Children with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction.
- The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with children, parents/carers, and language and communication experts where necessary to ensure those with SLCN reach their potential.

Cognition and Learning

The Academy understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the child.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH) Difficulties

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The Academy recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the Academy will implement appropriate support.

The Academy will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of children with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it does not adversely affect others.

Sensory and/or Physical Needs

Impairments that prevent or hinder children from using the facilities, such as vision impairment (VI), do not necessarily have SEND.

The Academy will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A child with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism.

The Academy recognises, however, that children who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

7. Early Years Children with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The Academy will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The Academy will:

- Ensure that staff listen and understand when parents/carers express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.

- Provide information for parents/carers on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents/carers when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the ‘assess, plan, do, review’ cycle.

8. Safeguarding

The Academy recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that children with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The Academy recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than others.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Academy will ensure that the Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving children with SEND, staff will have due regard for the procedures outlined in the Academy's Use of Positive Handling and Use of Reasonable Force Policy.

Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

9. SEND Support

The Academy is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual children, is the first step in responding to children who have or may have SEND.

Teachers will:

- Set high expectations for every child.
- Plan stretching work for children whose attainment is significantly above the expected standard.
- Plan lessons for children who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every child achieving.
- Be responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for children will be based upon:

- Discussions between the teacher and SENCO.

- Analysis of progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the child and their parents/carers.

Once a child has been identified with SEND, the Academy will employ a graduated approach to meeting the child's needs. This will be through the adoption of targeted provision, often in the form of small-group work, and if necessary, personalised provision, created on an individual basis to support the child to make progress in line with age-expectations. In some instances, if SEN is still adversely affecting academic and/or social factors, the Academy will employ the 'Assess, Plan, Do, Review' approach, through the use of a Support Plan, to ensure that key targets are being worked on by all staff, strategies being used are reflected on, progress is closely recorded and good outcomes are secured.

The process is as follows:

- **Assess:** establishing a clear assessment of the child's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the child's progress in line with the agreed review date.

Where higher levels of need are identified, the Academy will access specialised assessments from external agencies and professionals.

Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the SEN of a child, they have not made expected progress, the Academy, in consultation with parents/carers, will consider requesting an Education, Health and Care needs assessment.

Level of Support

We record all children with SEND on our Management Information System (MIS). Additionally, we use the graduated response of SEND through the following fine coding:

AR – At Risk (In-school intervention) - Needs are met through quality first teaching and differentiation.

II – Internal Intervention - Characterised by interventions that are different from, or additional to, the normal differentiated curriculum. Intervention can be triggered through concern supplemented by evidence that, despite receiving differentiated teaching, the child has a significant greater difficulty in learning than the majority of children of the same age.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something **different** or **additional** is needed. If the Academy decides that a child requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the child and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents/carers will be informed of the action and results.

EI - External Involvement - At EI there is involvement of external services. Placement of a child at this level will be made by the SENCO, after full consultation with parents/carers. External support services will advise on targets and provide specialist input to the support process. External involvement may include Speech and Language Therapists, Educational Psychologists, Sensory Team, MKC Inclusion Team.

EAL

The Academy is aware that there may be children at school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The Academy will consider the child within the context of their home, culture and community and look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

10. Education Health Care (EHC) Plan

The Academy recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child, some children may not make expected levels of progress. A child may need an EHCP if their special educational needs are significant and cannot be met by the support already available within the school. An EHCP is a legal document that outlines a child's specific education, health, and social care needs, and the support they require to achieve their goals. It is used for children who need more help than is provided through "SEN support," the standard provision in schools. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

An Education Health and Care Plan covers children and young people from 0 to 25 with long term and complex needs which impact on their access to education. The EHCP is holistic and centred on the child or young person's needs. The EHCP will be planned with parents and professionals and sets out a child or young person's educational, health and care needs, and the provision they require in order to make progress. The EHCP is then reviewed at least annually to make sure the plan continues to reflect their progress and needs and the provision they need in order to achieve their potential and aspirations.

Applying for an EHC Needs Assessment

A request for an EHC Needs Assessment can be made by parent, carer, school, setting or other relevant professional. A request will generally only be made once support has already been put in place through the child's school and at least two 'Assess, Plan, Do and Review' cycles are completed. The parent, carer, school or setting can then request an EHC needs assessment. The case will be discussed at the SEND Inclusion Forum and if it is agreed that an assessment would be appropriate the LA will then coordinate the assessment and next steps.

As part of the EHC needs assessment, the Academy will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the child's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

How Long Will It Take?

At least two Assess, Plan, Do and Review cycles are usually completed before considering next steps and further support for a child (each APDR cycle is between four and six weeks). With the [SEN Support](#) document schools will be able to evidence the targeted interventions they have provided, with regard to the graduated approach document and the EHC guidelines.

See the LA's [EHCP timescale flowchart](#) as a guide to how long the process may take.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the child can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the child's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

Choosing A School

Parents have a legal right to request that a particular school is named in an EHC plan. This means that parents can express a preference to the local authority (LA) for the school they want:

- at the time of receiving the first draft EHC plan; or
- when your child moves to a different phase of education; or
- at an annual review; or
- when amendments are made at any other time.

Read more about [choosing a school](#).

A child with more severe or complex needs may need to go to a special school, or a special unit within a school - this will be discussed at the inclusion and EHC panel meeting and decided by the special school panel, which is made up of education, health and social care professionals.

Find out about how to [request a change of placement](#).

Annual Review

When a child has an Education, Health and Care plan (EHCP) the Local Authority must review the plan as a minimum every 12 months. The review must focus on the child or young person's progress towards achieving the outcomes in the plan and must also consider whether these outcomes and supporting targets remain appropriate. This is often referred to as the Annual Review.

The Annual Review is more than just a review meeting, it is a process that must be completed within 12 months of the date when the EHC plan was first issued and then within 12 months of any previous review.

An Annual Review must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings.

11. Admissions

The Academy will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents/carers of children with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the Academy's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of children with SEND are outlined in the Admissions Policy and will be published on the Academy website.

A school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The Academy will consider whether any reasonable adjustments can be made to provide a placement.

12. Transition

The Academy is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where children have EHC plans, these will be reviewed and amended in sufficient time prior to a child moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

The Academy will ensure that children are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to secondary education.

The Academy will engage with secondary schools, as necessary, to help plan for any transitions.

The Academy will transfer all relevant information about children to any educational setting that they are transferring to.

If a child has been excluded, the Academy in conjunction with the LA has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the Academy's Suspension and Exclusion Policy.

If it is in the best interest of the child, the Academy may commission alternative provision, in line with any EHC plans in place, for children who face barriers to participate in mainstream education.

13. Involving Children and Parents/Carers in Decision-making

Parents/carers of children with SEND will be encouraged to share their knowledge of their child; the SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will be notified when the Academy provides their child with SEND support.

Decisions on whether the Academy will commission additional provisions will be discussed thoroughly with parents/carers and, when appropriate, the child.

Decisions about education will not unnecessarily disrupt a child's education or any health treatment underway.

The planning that the Academy implements will help parents/carers and children with SEND express their needs, wishes and goals, and will:

- Focus on the child as an individual, not allowing their SEND to become a label.
- Be easy for children and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the child's strengths and capabilities.
- Enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with children and their parents/carers three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Where the LA provides a child with an EHC plan, the Academy will involve the parents/carers and the child in discussions surrounding how school can best implement the plan's provisions to help the child thrive in their education and will discern the expected impact of the provision on the child's progress.

14. Funding

Funding for SEND in Milton Keynes schools follows the national system, which is structured on a three-element model to ensure support is available for all children and young people, from those needing low-level assistance to those with the most complex needs.

The money comes from the Dedicated Schools Grant (DSG), which the Local Authority (Milton Keynes City Council) receives from central government. The relevant portion for SEND is divided across the Schools Block and the High Needs Block (HNB).

Element 1: Universal Support (The Basic School Budget - Everyone Gets This)

- What it is: The money the school gets for every single student, known as the Age-Weighted Pupil Unit (AWPU).
- What it covers: Basic teaching, general resources, and the running costs of the school. It's the money that pays for the lights, the heating, and the basic teaching staff.

Element 2: Notional Budget (The School's Own SEND Budget - The First £6,000)

- What it is: A portion of the school's overall budget that is specifically for extra support for students with Special Educational Needs (SEN).
- The Key Rule: The school is expected to use this money to pay for the first £6,000 per year of extra support for any student who needs it, whether they have an EHCP or are on "SEN Support."
- What it covers: This pays for things like the SENCo's time, small group interventions, specialised equipment, and general teaching assistant support.
- *Parent Takeaway: Up to £6,000 of your child's support costs comes from the school's own budget, and the school manages this directly.*

Element 3: High Needs Top-Up Funding (The Council's 'TopUp' - For Complex Needs)

- What it is: This funding is for pupils whose needs are complex, requiring resources that exceed the £6,000 threshold covered by Elements 1 and 2. This is the extra money the Local Authority (Milton Keynes) pays directly to the school for students who have an Education, Health and Care Plan (EHCP).
- The Key Rule: This funding only kicks in once the cost of your child's specific, essential support goes over the £10,000 mark (£4,000 basic + £6,000 school SEN budget).
- What it covers: This "Top-Up" money pays for the high-cost, specialised support that is written into the EHCP (Section F), such as 1:1 specialist teaching, high-level Teaching Assistant hours, or specific therapy programs.
- *Parent Takeaway: If your child has an EHCP, the LA has responsibility for covering the expensive, specific support costs above the baseline amount that the school is expected to contribute.*

In summary, Milton Keynes schools cover low-cost, high-incidence SEND via their delegated budget (£6,000 threshold), and the Local Authority should cover the cost of complex, high-cost needs for children with EHCPs via Top-Up Funding from the High Needs Block.

15. Managing Complaints

The Academy's Complaints Procedure Policy can be accessed on the Academy website.

Following a serious complaint or disagreement made by a parent/carer about the SEND provision being made for their child, the Academy will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The Academy is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution
- Mediation
- Appeals to the SEND Tribunal.

Parents/carers will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The Academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

[SENDIAS](#) can provide information, advice and support regarding the process of appealing against SEND decisions. The Milton Keynes Council service can support and guide parents/carers to prepare for Tribunal if necessary.

16. Training

The Academy will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing children with SEND.

Training covers the following:

- Identifying SEND in children
- Liaising with the Academy's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Positive handling techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for children with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development.

17. Data and Record Keeping

The Academy's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the child's time in the Academy, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all children.
- Maintain an accurate and up-to-date register of the provision made for children with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The Academy keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The Academy will not disclose any EHC plan without the consent of the child's parents/carers, except for specified purposes or in the interests of the child, such as disclosure:

- To a SEND Tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the child's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the child is intending to start their next phase of education.

18. Publishing Information

The Academy will publish the SEND Information Report, information of the Local Offer and this SEND Policy on the Academy's website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as practicable.

19. Joint Commissioning, Planning and Delivery

The Academy is committed to ensuring that children with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities.

The Academy will work closely with local education, health and social care services to ensure children get the right support.

The Academy will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The Academy will draw on the wide range of local data sets about the likely educational needs of children with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND.
- An analysis of local challenges or sources of health inequalities.

The Academy will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children with SEND.
- Increasing the identification of children with SEND prior to school entry.

Where children with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and / or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local Offer

Milton Keynes SEND Local Offer is a directory of information about education, health and care services, as well as leisure activities and support groups, for children and young people with Special Educational Needs and Disabilities (SEND) from 0 to 25 years, their parents, carers and professionals.

Further information on the Milton Keynes SEND Local Offer can be found [here](#).

21. Monitoring and Review

This Policy is reviewed on an annual basis by the Governing Body; any changes made will be communicated to all relevant stakeholders.

All members of staff are required to familiarise themselves with this Policy as part of their induction programme.

The next scheduled review date for this Policy is November 2026.